**Founder**
Európsky inštitút ďalšieho vzdelávania
European institue of further education
Lviv University of Business and Law,
Ukraine

**Zat'ko Jozef,**
Dr.h.c. mult. JUDr. Honor. Prof. mult., President European institue of further education, Slovensko

**Yankovska Larysa,**
Prof., DSc., Lviv University of Business and Law, Ukraine

**Editor in chief**
**Porada Viktor,**
Prof. JUDr. Ing. DrSc. Dr.h.c. mult., Česká republika.

**www.european-science.sk**
**E-mail: europska.veda@eidv.eu**

**Editorial Office Address**
Európsky inštitút ďalšieho vzdelávania
Za Humnami č. 508/28
941 48 Podhájska
Slovakia

Phone: +421 905 450 765

IČO: 42334390
DIČ: 2023768912

**Bank Connection**
Československá obchodná banka, a.s.
Pobočka M.R. Štefánika 19
940 01 Nové Zámky

Bank Account: 4022107085/7500
IBAN: SK43 7500 0000 0040 22107085
SWIFT: CEKOSKBX

Price for publishing is 50 euro.

---

**European Science is an interdisciplinary applied research journal focused on Law, Economy, Sociology, Pedagogy and allied disciplines. Based on the Journal's policy, all articles are peer-reviewed. The Journal is publishes four issues per year, with a an option to publish additional issues. All rights reserved.**



**ISSN 2585-7738**
Ministry of Culture: EV 5691/18

# EURÓPSKA VEDA

## Vedecký časopis

# EUROPEAN SCIENCE

## Scientific journal

**5/2018**
Special issue

Ročník 2
Year 2

Podhájska 2018

EURÓPSKY INŠTITÚT ĎALŠIEHO VZDELÁVANIA
EUROPEAN INSTITUTE OF FURTHER EDUCATION

## Partners of the scientific journal

AcademicKeys
UNLOCKING ACADEMIC CAREERS

DIIF

INDEX COPERNICUS
INTERNATIONAL

Academic Resource Index
ResearchBib

Cosmos

COSMOS IMPACT FACTOR

INTERNATIONAL
Scientific Indexing

DRJI Directory of Research Journals Indexing

SIS

DOJI

JOURNAL INDEX

GENERALIMPACTFACTOR
Universal Digital Object Information

INTERNATIONAL AGENCY FOR JOURNALS IMPACT FACTOR (IAJIF)

J-Gate

SCIENTIFIC WORLD INDEX

ESJI
Eurasian Ecientific Journal Index

SJIFactor

IIJIF

# Content

## Pedagogy



## Philosophy



## Psychology

**Sociology**

**Profesor JUDr. Ing. Viktor Porada, DrSc., dr. h. c. mult.**
Editor in Chief.

Dear colleagues,

let me introduce to you the new member of the editorial board of European Science magazine, Mr. Viktor Mykolajovych Beschastnyi, Doctor of Juridical science, Professor, Honored Lawyer or Ukraine. Professor Beschastnyi is an excellent expert, who graduated from Kharkiv Law Institute (now – National University «The Yaroslav Mudry Law Academy of Ukraine»), in a specialty «Jurisprudence», Donetsk State University of Management, in a specialty «Finance». He defended his thesis for the scientific degree of candidate of sciences in Public Administration on the topic: «A mechanism of public administration by professional training of the internal affairs personnel» and the thesis for the scientific degree of Doctor of Public Administration on the topic: «A mechanism of public administration by the development of higher educational institutions of the system of the Ministry of Internal Affairs of Ukraine». He was awarded a Doctor of Science degree in specialty 12.00.08 «Criminal Law and Criminology; Penal enforcement Law», he served in the internal affairs agencies of Donetsk region, and as the rector of Donetsk Institute of Internal Affairs at Donetsk National University (now – Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine). I wish him a lot of success in the group of members of the editorial board of our scientific journal.

I would like to mention, to all our new readers, that the publication you're currently holding in your hands is addressed mostly to the representatives of science, research and education, but also to state organs and institutions of various character, state and local legislatures, organizations and institutions of civil society and to everyone who is interested in creating an effective education system using the valid European methods, with the respect to national priorities in various science disciplines.

Next to articles of academic (theoretical) focus, this journal also publishes articles aimed mainly at specific problems of the European society in the context of globalization. This can be an article that brings new information (for example from international, but also national conferences and symposiums), various kinds of reviews (monographs, scientific research, significant scientific and expert announcements), distillations from doctoral dissertations and other successful qualification works, various kinds of case and comparative studies, analyses and comments, proposals of international and national research, abstracts and other publications, for example significant social events, activities etc. I believe that through the magazine, the results of your knowledge and research results and the best European practices in a particular legal, security, economic and other science area will contribute to a deeper understanding of the issues of science and technology, education, legal and security practice.

This journal consists of new and high-quality scientific knowledge of the theoretical and empirical research, focusing on current problems in the fields of economics, law, pedagogy, management, psychology, sociology and technology.

## Profesor JUDr. Ing. Viktor Porada, DrSc., dr. h. c. mult.

Editor in Chief.

**Prof. JUDr. Ing. Viktor Porada, DrSc., academician, dr. h. c. mult.** (1943), Professor of Criminalistics, Doctor of Law Sciences, Doctor Honoris Causa. He graduated from the Czech Technical University in Prague, the Faculty of Physical Education and Sport of the Charles University in Prague, and the College of National Security in Prague, as a science -pedagogue at the Department of Criminalistics, later at the Institute of Criminalistics of the College of National Security, at the Academy of Police of the Slovak Republic, where he was also the first founding rector and head of the department of criminalistics and forensic discipline (1993-1993). Later he worked at the Department of Criminalistics at the Police Academy of the Czech Republic in Prague (1994-2005).

Since 2005, he has worked at the College of Karlovy Vary, gradually in the positions of Head of the Department of Criminal Law, Criminalistics and Forensic Sciences (2005-2015), Vice-Rector for Science, Research and Scientific Institutes (2006-2009) and Rector (2010-2014). He also worked at the Faculty of Law of the Pan-European College in Bratislava (2005-2015) and shortly at the College of Security Management in Kosice as Vice-Rector for Foreign Relations and a member of the Institute of Civil Security (2009-2013), where he guaranteed the subject of forensic medicine. Since 2015 he has been a professor at the Faculty of Law and Administrative Studies of the University of Finance and Administration in Prague.

Prof. Porada is one of the foremost representatives of forensic science, with a broad background of knowledge of forensic engineering, forensic medicine, biomechanics and other related disciplines in the Czech and Slovak Republics. As an important scientific authority, he is also recognized abroad. He is a frequent participant in international workshops, internships, stays, seminars, conferences, symposia and congresses in the field of forensic science and related disciplines. His research focuses primarily on the area of criminalistic theory and methodology, criminalistic traces theory and identification, criminal techniques and methodology of investigating individual types of crime and forensic biomechanics. He is the founder of new research directions in forensic science, forensic biomechanics and police sciences, and later in the security sciences. He was editor-in-chief of the Karlovy Vary Law Revue. He is a member of Editorial Board of journals Forensic Engineering, Znalectvo, Notitiae ex Academia Bratislavensi Iurisprudentiae, State and Law, Crisis management, Editor in chief of Scientific journal European Science, deputy chairman of the European Association for Security Scientific Council.

He is also a member of the Czech Biomechanical Association and Honorary President of the Academy of Forensic Sciences in the Czech Republic, a member of the Scientific and Academic Councils of a number of universities. He is the author of many works published both in Czech and English. He is the author and co-author of crime-oriented works and approximately 550 publications in both domestic and international scientific literature. Viktor Porada is one of the most important pioneers of forensic science, the bulk of his work falls into the late 20s and early 21st century. His works include the monograph „Theory of Criminalistic Tracks and Identification" issued by the Czechoslovak Academy of Sciences

in 1987. Furthermore, it is possible to select the monograph „Road Accident in Theory and Practice" (2000), „Biomechanics" (1985, 1993, 2004), or „Biomechanics aspects of general and forensic biomechanics" (2002), written together with academician Jaroslav Valenta and prof. Jiří Straus. His most recent textbooks and monographs with the leading share in the collective of authors include „Criminalistics" (2001), „Criminalistics - Introduction, Technique, Tactics" (2006), „Criminalistic Investigation Methodology" (2007). As his most important scientific monographs, we can consider the „Analysis of Human Movement for the Identification of Persons in Criminalistics" (2008), „Identification of Persons by Dynamic Stereotype of Walking" (2010), „Police Sciences" (2011), „Criminalistic Footprints" (Theory, Practice) (2012), Criminalistics (Theory, Methods and Methodology) (2014), Criminalistics (Research, Progress, Perspectives) (2013), Criminalistics (2015 SR) and Criminalistics (technical, forensic and cybernetic aspects) (1.edition 2016).

Expert of the Criminalistic Institute of Public Security of the Federal Ministry of the Interior in Prague (1971-1974); from the position of the Rector of the Police Academy of the Slovak Republic, he directed the Criminalistic and Expert Institute of the Police Corps in Bratislava (1992-1993); Director of the Institute of Criminalistics and Forensic Sciences at the College of Karlove Vary (2006-2008).

In this year (2019) prof. Viktor Porada, with a team of co-authors, publishes two extensive collective scientific monographs: Criminalistics (Technical, Forensic and Cybercriminal aspects), (A4, 1200 pages) and Security Sciences (Introduction to Theory, Methodology and Security Terminology), (A4, 1000 pages), in which he states:

**1.Criminalistics (Summary)**

Considering it's subject-matter and ways of investigation, criminalistics is independent and highly cross-disciplinary discipline of science. It uses certain methods and knowledge from other science disciplines, which are later applied to it's own subject of investigation (patterns of origin, collecting, using traces and judicial evidences ), and it creates combination of knowledge and information in the interest of successful revealing, investigating and preventing criminal activity. To those science disciplines, of which certain knowledge is used in a creative way, belongs mostly physical-mathematic and technical disciplines, biology, medicine, psychology, psychiatry, engineering, pedagogy etc. Using of knowledge from specialized disciplines such as bionics, biomechanics, biochemistry, cybernetics, mechanics of solid and flexible objects and environment, discipline dealing with materials, forensic engineering, forensic medicine, psychology, psychiatry, sexology, and others, mainly forensic disciplines, is also important.

Criminalistics flows from realistic and dialectic point of view on possibilities of recognizing materialistic effects and processes of objective world through determination, providing and analysis of their expressions - reflections in materialistic environment and in people's awareness. Criminalistics is based on recognizing traces as results of reflection of delinquent's using of resources in materialistic environment and in people's awareness and also as a result of delinquent's activity.

Monography summs up scientific information in criminalistics, introduced chapters are results of long-lasting systematic scientific work of criminalistic theoreticians and forensic experts from disciplines such as criminalistic technics, forensic medicine, engineering, biomechanics, psychology, psychiatry, sexology and of other experts dealing with researching, revealing, investigating and preventing criminality. None of the related or applied scientific disciplines specializes on problematic of origin, gathering and using of traces and judicial evidences in the process of revealing and preventing criminal activity, and that is the reason why we can not classify criminalistics as specialization with any of the other scientific disciplines. Using of multispecialty thematic is probably connected with internal classification of criminalistics, and also flows from needs of successful revealing, investigating, and preventing of criminal activity. Scientific meaning of solving wide range of problems in the process of revealing, investigating and preventing criminal activity, is based on role of criminalistics in the struggling with criminal activity. Solving these problems is possible with integration between point of views and knowledges from many scientific disciplines. This integration allows higher quality of new information and deeper contribution to next development of science and social practice.

Very important part of criminalistics is using of feedback method. That means, that we can anticipate criminal activity and accidents, based on objective investigating of their cause. Using this method, we can preserve our economy, health and our lives. We do it by bringing these knowledges to education, affecting theoretical constructions and last but not least by contributing to changing laws in legal and technical norms.

In the system of special criminalistic theories, categories of committing crimes, criminalistic trace, criminalistic identification, criminalistic version and criminalistic situation have a very significant role. Criminalistics serves as a tool to claiming legal rights, and also gives guarantee to public and to citizens that every criminal activity will be revealed and that the delinquent will be prosecuted. We know many kinds of special criminalistic theories of basic criminal categories connected to certain types of relations and interrogations. Both significant materialistic changes and very complicated process of matching the objects of identification are objects of special criminalistic theories.

Dialectics of investigating objects of special criminalistic theories, dialectic of conversion from empirical to theoretical level of knowing is clearly a very complicated object. Subject-matter of these theories are patterns of origin, preservation and destruction of criminalistic traces and of other evidences, and also creating of new evidences.

Conditions for development of criminalistic aspect in the process of substantiation originate on the base of recognizing field and content of situational typical processes of origin and destruction of criminalistic trace. These conditions later become basic for next development of general principles, and those are principles for many situations of behaving in the process of revealing, investigating and preventing criminal activity. From this process, we can later deduce for example existing system of criminalistic-technical a tactical methods, tools, progresses and operations dealing with examination of origin, existence and destruction of criminalistic traces, laws of process of identification of materialistic objects of identification and their use in the process of revealing, investigating and preventing criminal and antisocial activity.

Concept of criminalistics in this monography flows out of physical interpretation and mathematical processing of basic criminalistic problem, that means reconstructing and identifying of criminal by using correct interpretation of crime evidences. Basic concepts and theories flow out of this simple vision. Every criminal is of materialistic origin, and can be convicted based on his interaction with environment. Every criminal must respect physical laws of energetic balance, preservation of dynamics, substance, entropy etc. Interaction of criminal and environment is based on these laws of physics. We can determine a great amount of parameters characteristic for criminal by right interpretation of these laws. Reconstruction of actions and identification of criminal is later done with use of same parameters, which are used for identifying his interaction with environment.

Monography is focused on synergy of collateral technical disciplines; it sums up new knowledges in criminalistics, it deals with scientific and theoretical knowledges from criminalistic technique, criminalistic tactic and criminalistic methodic and perspective development trends.

First part of publication gives attention to present condition and breakthroughs in the field of criminalistic-technical and tactical methods, tools, progresses and operations, which use methods such as video-graphy, video-documentation, video-interaction and psychological analysis used for investigating, psychological profiling of unknown criminal and psychical verification of credibility of testimony.

In this context, we later introduce basic criminalistic categories: way of committing a crime, criminalistic trace and criminalistic identification and biometrical identification. Focusing on functional model of indentifying dominates in this field, because with the use of its qualitative and quantitative formalization in standard and systematic attitude within systematic criminalistic identification can be fulfilled with biometrical identification by using of computing technique. This part of monography is fulfilled with criminaslitic-technical methods of identifying people, objects and with non-identifying investigating of obejcts.

Identification of people based on dynamic stereotype of locomotion of subject offers a new look in identification subject with regard to functional and dynamic features. Locomotion activities are performed based on kinetic models, which are created in the development process of every individual. Whole movement is a result of prepared model of neuronal activity, that is labeled as central motoric program. Realization of walking is performed based

on genetically claused model, that is modified with consideration on individual characteristics of every individual in the process of ontogenetic development. This kinetic activity contains many common characteristics, when being performed by different groups of people. But we can also find amount of differences with typical characteristics for certain individual. Identification of subject based on dynamic stereotype of locomotion is possible considering chronological developments of identification points on subject‵ body. These points later create identification traces.

Next part of publication is devoted to criminalistic situation, that affects success of investigating concrete cases in praxis, affects informatics in criminalistics and also affects methods of documentation process acts. Here are introduced standard, but also modern ways of photographic and topographic documentation of crime scene etc.

Criminalistic informatics and IT systems are enforced in criminalistics more and more every day. IT systems have various characters, ways of preserving and processing information. It contains general data and information, that can be used for criminalistic praxis. Depending on concrete case, it is possible to gain basic direct information for the work of safe department, it is also possible to search and verify facts for investigating, proving a crime and also for conviction of criminal. We recognize IT systems, collections, specialized, laboratory and expert‵s IT systems. In this chapter, we also can find informational technologies for processing and analysis of graphical, textual, acoustical information, and technologies for identification based on fingerprints, DNA, voice and portrait of subject.

From point of view of criminalistic tactics, only chosen criminalistic-tactical methods are presented. For example: crime scene, first interaction, examination, hearing of an accused, criminalistic experiment and criminalistic reconstruction.

The most important parts of this publication are included in chapter called Criminalistic and forensic expertise. In that chapter there are not only general questions about forensic work, but also new and present knowledges form the field of criminalistic expertise, forensic engineering, forensic medicine, forensic biomechanics and psychology, psychiatry and sexology. These knowledges have in most cases crucial meaning for clarification and proving of issue on fact of investigated crime. Accent is mostly on application of computing technique in the process of criminalistic identification and analysis of development of traffic accident.

In the final part of this publication there are new methods of criminalistic-technical documentation of crime scene. Breakthroughs in investigating and preventing automobile criminality are also described here. The most effective way of revealing estranged vehicles is consistent and elaborate processes in registration of vehicles and their registering to national car register. Informational control has it‵s grounds in online verification of vehicles information and/or verification of certificates compared to other informational systems. The fact, whether the vehicle is under investigation or is registered in other country etc. is also being verified. Information are verified in national and international vehicles registers, national and international police or Interpol investigation systems and in informational systems of executors etc.

In the last part of publication there are stated breakthroughs in methodologies of investigation of certain kinds of crimes. The methodologies are: methodology of investigating crimes against life, methodology of investigating corruption, methodology of investigating stealing of motorized vehicles, methodology of investigation of income from criminal activity, methodology of investigation of cybernetic criminality, methodology of investigating software piracy, methodology of investigating traffic accidents and methodology of investigation of special cases and affairs ....

These methodologies of investigating certain types of crimes introduce new and still very little known view on progress of work of police employees on revealing, investigating and preventing criminal activity.

The present 2 updated and extended editions of this publication are enriched with new technical, forensic and cybernetic knowledge of forensic science and practice, in particular in the use of videointeraction in criminal proceedings, wider use of specialized identification systems in forensic science and forensic sciences for new knowledge of forensic traces of external construction object, the theory of stopping traffic accidents.

New chapter on prospective possibilities of identification of persons and things is included. The core chapter of Forensic and Forensic Expertise is enriched by Forensic Anthropolo-

gy, Forensic Entomology, Forensic Genetics, Forensic Digital Analysis and Forensic Ballistics. Forensic Biomechanics is extensively updated and supplemented by the expression of the tolerance of force and pressure for the occurrence of the fracture of the skull‘s facial bones and the physical basis of the fall from a height. In addition, the chapter is supplemented by a biomechanical assessment of human reaction time.

In addition, there are updated methodologies: investigation of cybercrime, software piracy, money laundering and corruption.

**2. Security Sciences (Summary)**

This publication summarizes the achieved results of research, theoretical, publication and other scientific activities of the composite authors. It is addressed to all security subjects functioning in various positions on all levels of a security organization. However, it is also addressed to wider public, people interested in the security problematic, or to subjects, which are directly responsible for citizen’s security, security of the state and for public order.

It introduces knowledge gained by researching an urgent social demand, which is rooted in the objective need to constitute and develop an adequate scientific field based on security subjects and security sectors. The publication focuses on basic theoretical and methodological approaches to the correct research of the security profession, goals and the tasks of security subjects.

The sciences about security have their history, sources and literature. Security was always a subject of a person’s highest attention. In the ancient era, security was expressed through the worship of the goddess Securitas. Later it was expressed in the demonstrations of faith and prejudices, and today in the basic needs, values and law. Security as a phenomenon is, logically, also an object of interest of science in all its fields and areas. Security is a certain type of an objective condition consisting in the absence of a threat to the existence, development and functioning of a human being. This condition is subjectively perceived by an individual or a group.

The monograph is divided into fourteen consistent parts, which discuss the legal definition of terms connected to security, security strategies, doctrine and the politics of a state. Also, it highlights the fundamental varieties of security (internal, external, European, information and cybernetic).

It also lays out the knowledge of basic terms and theories of security sciences (security event, situation, information, identification) and the chosen types of security theories (security activity of police, intelligence operations, protection of objects (including the projection of security) and the theories of security risks). It is followed by the discourse on the essential questions of constituting the security sciences, their methodology and the system of security sciences. It also focuses on the methodology of practical sciences and the security sciences as practical sciences, on the gnoseological and social components of security sciences, on the urgent need of scientific knowledge for the current security practice and eventually on the transfer of knowledge of security sciences to the police practice. In conclusion, there is the security explanatory terminology, as an attempt to unify the terms of the security science.

The presented outcomes are considered to be the entry stage of the process of a longer development of security sciences. In constituting them as an equal (and by the scientific community accepted) scientific field, it will be necessary to critically re-evaluate the proposed opinions on meritorious problems and gradually develop, deepen, specify and systematically integrate them.

The scientific problem with the highest priority is and undoubtedly will be the precision of the subject matter of security sciences. The current topic of the still unfinished discussions are mainly questions connected to the relationships between police sciences and legal sciences along with the security sciences. Generally, it has been agreed, that the police sciences are merging with the security sciences that are being established.

Another meritorious problem directly conditioning future development of security sciences is their methodological instrumentarium. In other words, the scientific theories cannot gain the status of scientism without presenting the tools to construct these theories. This publication offers yet undervalued methodology of practical sciences, as sciences about

security activities, sciences about their projection and in-the-end their optimalization. It highlights the small effectiveness of before preferred methodology of fundamental sciences. This methodology did not demonstrate its function as a tool of developing police and security sciences. Nonetheless significant objectives are connected to other adaptations of other methods of (related) sciences in favor of the security sciences.

The third basic scientific problem, that will stand out in front of the scientific consortium of security sciences, will be the need of systematic expanding and specifying of the categorial apparatus. The practice itself has necessitated the creation of generally used terms, which are more-or-less working sufficiently in the everyday communication. Operating with terms is and will be a very significant part of developing the security sciences.

The fourth basic sign of scientific fields is the building of the system of their own scientific theories. Security sciences, as practical sciences, are developing their theory system, however, in a different way than the fundamental sciences. Its next development is, therefore, a permanent mission of the scientific consortium of security sciences.

Constituting and developing of security sciences is unthinkable without the scientific consortium, i.e. the very highly qualified experts actively functioning in the security sectors, especially in the police, the army and other security subjects and scientific and research facilities for security, and the universities with the focus on security. These institutions have to develop the police and security sciences and provide the knowledge necessary for the transfer of scientific knowledge to the security practice (especially in the police and military academies in the Slovak and Czech Republic), but also to other co-operating subjects, which operate outside of the police and the army. The preparation of these specialists has to become an integral part of the developing police sciences. The development of police sciences will also not work without an active and systematic cooperation with domestic and foreign scientific and scientific-pedagogic institutions.

The development of every specific science is partly determined by the concepts of its place in the system of scientific knowledge. In the history of security activities, solving these questions played and still plays a significant role, for the assessment of its function and the task in the criminal and legal process, but also in the international law and demonstrating the sources which usage increases the potential of the security tools and the methods of controlling the criminal and other anti-social activity.

In current times, the need for new scientific knowledge and for the scientific organization of security activity is significantly increasing. The new structural and functional dimension of security practice needs an effective transfer of scientific knowledge, which works as a permanent extension and a reciprocal influence of scientific knowledge and the practical activity. Its effectiveness is influenced especially by the level of actual usage of the scientific knowledge in the police and security practice.

Security sciences are gradually creating their terminology. Difficulties in communicating within and outside the newly constitutive and evolving multidisciplinary field of science are also reflected in the creation and use of new concepts. Some concepts are already in place and are completely or at least partly understandable. However, it is necessary to clearly define them. Security practice itself has naturally enforced the creation of generic terms, which are more or less satisfactory in everyday communication. However, it is necessary to admit that their uncertainty, inaccuracy and ambiguity often cause miscommunication.

The language of science requires certainty, accuracy and uniqueness. The colloquial language comes into the language of science, but it does so after first defining its terms, and after defining their scope and content. These concepts have, and will continue to have, an important role in the emerging security sciences in the future.

*PhDr. Katerina GREŇOVÁ, PhD.,*
*Dr.h.c. mult. JUDr. Jozef ZAŤKO, MBA, Honor. Prof. mult.*

# HOW TO BECOME A SUCCESSFUL AUTHOR OF A PAPER TO BE PUBLISHED IN A WORLD-CLASS SCHOLARLY JOURNAL?

**Mirosław J. Skibniewski**
**Prof. Ph.D**
University of Maryland, College Park, USA

**An invited Guest Editorial**

JUDr. Jozef Zat'ko, Publisher of *Europska Veda*, has asked me to prepare and convey a set of guidelines for authors who wish to be successful in preparing and submitting scholarly papers for consideration for publication in world-class, globally scoped academic journals, such as those indexed in Elsevier's **Scopus™** and ScienceDirect™ and/or in Clarivate Analytics' **Web of Science™ databases.** My guidelines provided below are intended for relatively junior authors, with limited prior experience in publishing, who are preparing their manuscripts in the realm of applied sciences. Some of the issues being raised herein are universal and as such they are equally applicable in other scholarly domains as well. I have based these guidelines on my 25+ years of experience as an editor-in-chief of a high-ranking international research journal in my own academic discipline. The journal has been included for a number of years both in Scopus™ and in the Web of Science™, earning their relatively high CiteScore™ and Impact Factor™ designations.

Academics work in an increasingly competitive environment. With many narrowly defined scientific disciplines, the race to the top has become relentless. There are currently over two thousand academic journal publishers worldwide, publishing over twenty thousand journals. The total number of refereed journal papers now exceeds 1.6 million annually and it is still growing rapidly. The largest numbers of such papers originate from the U.S.A., with China closely behind. A growing, and still largely unregulated, market for open-access publications further complicates the publishing environment. Over 90 percent of academic journal papers ever published will have been published in our professional lifetime. Ethical issues in academic publishing abound.

A successful article should contain the following major components, preferably but not necessarily presented in the stated order.

1. The title:
   The title of an article should be as short as possible, but it should reflect the main issue addressed in the paper as well as the paper content. In most cases, the title of the article is decided after the entire content of the article has been completed. The wording of the title should avoid uncommon acronyms or descriptors confining the contents of the paper only to one country or one geographic region.

2. The abstract:
   The abstract is an advertisement of your paper. It should be written in clear, short sentences which are easy to understand and should accurately reflect the contents of the paper and its main contribution to the global body of knowledge. One must avoid unnecessary

sentences that belong to the introduction section of the paper. An good abstract should contain only 6 short sentences as follows: 1) The scientific domain and the problem within the domain which is the subject matter of the paper, 2) The research question to be answered in the paper, 3) The means and methods (scientific tools) used to obtain the answer to the stated research question, 4) The answer to the research question, 5) The meaning and importance of the answer and the results obtained, 6) The future research directions based on the results of the completed research reported in this paper. The entire abstract should not exceed one-half of a printed page.

3. The keywords:
   Keywords are the labels of your manuscript used in scientific databases containing many thousands of papers. A correct use of keywords will determine if your article is noticed by potential readers, or if it is only glanced over before the reader decides to move on the next article in the database without reading yours. Keywords that are generic in nature are always ineffective.

4. The introduction:
   This section should set the stage for what is presented in the article. One must provide a clear description of the problem to be addressed along with detailed explanation of the importance of the problem. One should also define the group of stakeholders – the larger the better – for whom the stated problem is important. This is followed by the definition and detailed description of the specific research question to be addressed. A detailed justification of the importance of the question stated is also essential, along with a description of other related questions which are not being addressed in your paper. A clear definition of the future beneficiaries of the answer to be obtained must also be provided.

5. The literature review:
   One must provide a critical, very brief and comprehensive summary of the most relevant prior research by the author(s) of this paper as well as by other writers worldwide attempting to address the same research question or other closely related questions. Such questions may have been addressed within the same subject domain, but also in different domains - sometimes in scholarly fields unrelated to one's own. All cited publications should be critically reviewed; do not cite publications that you have not fully absorbed and have not explained their relevance to the subject matter presented in your paper. Avoid an excessive number of self-citations or citations of publications from the same country or from the same geographic region.

6. The research methodology (your own selection of means and methods/tools employed to answer the stated research question):
   a. This section contains the detailed description of your approach to obtain the answer to your research question. Provide a clear justification of your selection of this approach and briefly discuss any alternate approaches which were also initially considered but ultimately discarded, along with justification of such a decision. Do not regurgitate a detailed description of established, well-known analytical tools, procedures or testing methods – it should suffice to cite relevant sources. Your description should be complete, i.e. it should be possible for a reader to reproduce the results of your research with the use of the stated means and methods used to obtain your research answer. Describe in detail your data formatting and other requirements related to the performance of statistical tests and analyses. Avoid procedural shortcuts which may render your methodology description useless to interested readers.

7. The research results:
   Provide a clear, detailed description of your results obtained by you with the use of the research methodology described in item 6 above. Concentrate on the main points and avoid digressing to only loosely related or unrelated topics. Your description should be aided by well-formatted and fully readable tables and figures emphasizing the main points being made. Avoid the inclusion of lettering and labels in a language other than English, as these will be useless for an audience unable to read in that language. Provide clear

evidence and description of the validation of the obtained results by other researchers or in professional practice related to your academic field. Normally, validation attempts with the use of computer simulation only based on arbitrarily constructed models will be considered insufficient by reviewers assigned to evaluate your paper, as such reviewers often prefer the evidence of real-life implementation of your results.

8. The discussion of research results (discussion of the importance of the answer to the stated research question):
   This may be the most important section from which the potential reviewers will begin their examination of your paper. Describe what your results mean and why they are important for the audience/readers/stakeholders targeted by this paper. Elaborate in detail on the contribution of your results to the body of new knowledge in your own scientific discipline and beyond.

9. Conclusions and directions for future research:
   This section provides a brief summary of the most important findings produced by the presented research. Describe in detail why this finding may be important to a global audience, not merely to your national or regional stakeholders. One must also describe the limitations of the results obtained and suggestions on how these limitations may be overcome with follow-up research. Additionally, one should provide a detailed description of how the results presented will inspire future generations of researchers worldwide aspiring to make contributions in the same or related fields of academic and professional endeavor.

10. The references:
   Make sure that all cited items contain complete bibliographic data. Avoid citing an excessive number of references which may be redundant and references in languages other than English. If one feels compelled to cite a non-English language reference, make sure to provide an English translation of the title (in parentheses next to the title in the language of the publication). There is a growing trend to provide an digital object identifier (DOI) for each journal paper or conference proceedings article being cited that has such an identifier, an ISBN for each book reference, and a web address with the date of last access for all other resources. There is also a diminishing emphasis on a particular format of references (as long as the cited items are listed in a consistent manner), as the article typesetting processes at the publishers are currently automated and conversions from one referencing format to another are straightforward.

Most high-ranking journal publishers have been quietly removing strict limitations on the number of pages or words a paper is allowed to contain due to the fact that most paid subscriptions are currently electronic. This removes the burden of the authors to conform to the volume limitations of their articles, allowing for a complete presentation of relevant research results. Additionally, datasets used in the conduct of the research being presented may be stored in cloud-based repositories accessible by all concerned.

Owing to the limitations of space, this guest editorial does not touch upon numerous contemporary issues related to the publication of papers in scholarly journals. However, I often conduct hands-on, full-day workshops in academic settings worldwide for aspiring and active academics interested in sharpening their writing skills and in becoming successful in publishing their papers in top-ranking international scholarly journals. There are ample opportunities to address individual interests and answer specific questions during such workshops. I hope to see many of the readers of this editorial in a workshop to be conducted in the future in a location near you.

*Mirosław J. Skibniewski*
*10 February 2019*
*University of Maryland, College Park, USA*
*https://pm.umd.edu*
*http://e-construction.umd.edu*

# INTRODUCTORY WORD OF THE EDITION FOUNDER

EURÓPSKY INŠTITÚT DALŠIEHO VZDELÁVANIA
EUROPEAN INSTITUTE OF FURTHER EDUCATION

**Jozef Zaťko**
**Dr.h.c. mult. JUDr., MBA, Honor. Prof. mult.**
President EIDV, Podhajska

Dear reader!

As scientific knowledge increases and the boundaries of science move forward, setting increasingly ambitious and complex goals involving hundreds or thousands of scientists from different countries is becoming more and more essential for the achievement of the scientific goals.

However, no project would be feasible without the support of an international public opinion fully aware of the importance of its purpose both from a scientific point of view and from that of the technological, economic and social implications.

Close collaboration between scientists and science communicators is therefore more relevant than ever to ensure that information on those issues is accurate, thorough and as broad as possible.

Hence, we would like to bring to your attention the scientific journal EUROPEAN SCIENCE containing the findings on topical scientific directions.

This issue presents a broad-based spectrum of thought provoking articles that are reflective of the ever-expanding Universe. As you read through these articles, be sure to capture the innovative concepts becoming a reality and look for opportunities to apply them to your own efforts at the realization.

We hope, you enjoy this journal, and encourage you to reach out to us for opportunities to publish your own thought-provoking articles in future issues.

Best wishes,

# INTRODUCTORY WORD OF A MEMBER OF THE EDITORIAL BOARD

**Larisa Yankovska**
**Doctor Hub. in Economics, professor**
Honored Worker of Ukraine Education
Member of the ASU, Member of the IAAC
Chancellor of Lviv University of Business and Law

Dear reader!

We would like to bring to your attention the fourth issue of the scientific journal EUROPEAN SCIENCE containing the findings on topical scientific directions and interdisciplinary research.

The main target of our journal is to create an effective background for discussing urgent scientific ideas, achievements, debating points of theory and practice. The magazine has significantly developed and the geographical representation of authors and readership has expanded throughout its existence. The scientific journal EUROPEAN SCIENCE is currently one of the few scientific periodicals of multidisciplinary nature included into numerous scientometrical bases, and it is characterized by high quality of publications provided by double blind peer review and fulfills an important function of uniting the efforts of scientists from different countries to solve actual problems of modern science and practice.

This issue consists of articles written on topical scientific subjects and focused on solving important scientific and practical problems of various fields.

The materials presented in the publication are useful for scientists and practitioners, students, post-graduate students and doctoral students, public employees, entrepreneurs, statesmen.

We hope that the articles released in the given issue will provoke your interest, expand the range of research interests and image into your scientific and professional activities.

# We are introducing a member of editorial board

**Viktor Mykolajovych Beschastnyi**
Doctor of Juridical Science, Professor,
Honored Lawyer of Ukraine.

**Date of birth:** 9 November, 1959.
**Education:** higher, graduated from Kharkiv Law Institute (now – National University «The Yaroslav Mudry Law Academy of Ukraine»), on a speciality «Jurisprudence», Donetsk State University of Management, on a speciality «Finance». In 2005 he defended the thesis for the scientific degree of Candidate of sciences in Public Administration on the topic: «A mechanism of public administration by professional training of the internal affairs personnel». In 2010 he defended the thesis for the scientific degree of Doctor of Public Administration on the topic: «A mechanism of public administration by the development of higher educational institutions of the system of the Ministry of Internal Affairs of Ukraine». In May 2018, he was awarded a Doctor of Science degree in speciality 12.00.08 «Criminal Law and Criminology; Penal enforcement Law».
Since 1981 he served in the internal affairs agencies. 1983-2003 – service in the internal affairs agencies of Donetsk region. Since 2003 – the rector of Donetsk Institute of Internal Affairs at Donetsk National University (now – Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine).

**History**

The history of Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine dates back to April 28, 1961, when according to the order No 0109 of the Minister of Internal Affairs of the Ukrainian SSR Stalino (Donetsk) specialized secondary militia school of the Ministry of Internal Affairs of the USSR was established. The cadets of Kyiv specialized secondary militia school of the Ministry of Internal Affairs of the USSR were transferred to Stalino (Donetsk) to continue their studying at the 2-nd course of the newly established educational institution.

In 1964, the educational institution was relocated from a small settlement and the educational institution received its permanent registration in Kyiv district of the city of Donetsk until 2014.

Taking into consideration the socio-political conditions prevailing in the eastern Ukraine, the educational institution was forced to change its location.

According to the order of the Ministry of Internal Affairs of Ukraine No. 1010 dated September 30, 2014, Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine moved to Kryviy Rih, where the higher educational institution-forced migrant provides educational and scientific activities.

**Activity**

Thanks to the dedication of the staff and personally the rector V. M. Beschastnyi the Institute has firmly entrenched in the educational field of Kryvyi Rih district. As at 2018, the higher educational institution has two large training buildings, fully equipped for the educational process and placement of the cadets, a special hostel for teachers and the rest of the staff, a student hostel.

In 2016 Mariupol Training Center (now it is the «Police Academy» of Donetsk Law Institute) joined the Institute. It was a significant event in the life of the Institute that symbolically highlighted the connection with Donetsk region.

The strengthening of the personnel potential has allowed to gradually restore the structure of the educational institution. Today the Institute includes 4 faculties, 12 departments where the educational process is provided by a powerful team of teachers, among them there are 16 doctors and 60 candidates of sciences.

In spite of temporary personnel losses, Donetsk Law Institute has remained a very powerful research center. So, the Research laboratory on problematic issues of law enforcement activities continued its work. In addition, the Specialized Academic Council on five specialities functions in the Institute.

The Institute obtained a license for training of Doctors of science in the field of «Law» which was approved by order of the Ministry of Education and Science of Ukraine on 4 July, 2016.

Today Donetsk Law Institute has a powerful Education and Training base as in Kryvyi Rih (a total area is 11608, 79 sq. M), so and in Mariupol (a total area is 1,704,14 sq. M), and makes every effort to provide modern innovative development of the educational process of training of future policemen and lawyers.

Donetsk Law Institute is the only institution of higher education in Kryvyi Rih district where a full course of training of future lawyers is provided – from the Bachelor's degree to the Doctor of science degree.

**Our address:** Kryvyi Rih, Stepana Tilgi Street, 21, Spivdruzhnosti Street 92a
Mariupol, Budivelnykiv Avenue, 145

# THE GROUNDS AND DEVELOPMENT MECHANISM OF THE IMPACT ON HOUSEHOLD CONFIDENCE IN FINANCIAL INSTITUTIONS

***Oxana Ivanulova***

*Associate Professor, Ph. D. in Economics, Associate Professor of the Department of Economics, Entrepreneurship and Management, Educational and Scientific Institute of Management and Psychology, State Higher Educational Institution „University of Educational Management" of National Academy of Educational Sciences of Ukraine, Kyiv (Ukraine)*

***Oksana Kovtun***

*Associate Professor, Ph. D. in Public Administration, Old Polish University (Staropolska Szkoła Wyższa), Kielce (The Republic of Poland)*

**UDK 330.46:336.02**

**Abstract.** A confidence of citizens follows a downward trend in different kinds of financial institutions and whole market in general as a result of the world economic crises and instability of the domestic economy over the last years that`s why a special urgency is attained by the research of such social and cultural phenomenon as confidence and its impact on development and functioning of various financial institutions. The researches attest against this background conducted by Eurofound «European Quality of Life Survey 2016» in 2017 in which confidence level changes are analyzed in different organizations including commercial banks in comparison with 2011 among European Union countries.

Existing developments concerning formalization and quantitative evaluation of confidence level and its impact on growth and functioning of financial market do not reflect to the full extent this index reliance on such non-formal attribute as mentality. Therefore the object of the research is justification and development of viable mechanism increasing level of household confidence in financial institutions which is based on multifaceted approach and mental model of confidence developed by contact authors, operates on certain levels and carries its specific structure.

The mentality is comprehended of historical perception complex, regulations and examples of economic behavior, organizational forms of its distinguishing grounded on historical memory, family and social traditions and experience, innovation perceiving.

Such an approach permitted to develop a mental model of household confidence in institutions of financial market which possesses in its structure basic element including primary attributes of generating confidence concerning background experience, culture, traditions, historical memory, etc. and variable element including constructive and destructive attributes of influence over confidence level changes and also directions of transformation and reflection.

Shifting mental model of confidence contains such destructive attributes as inertness, fear, motivation, negative experience, susceptibility to panic. Constructive attributes make positive impact on generating and changing confidence in financial institutions, promote its gain. In the authors`

opinion those attributes include following: new knowledge, motivation, intelligence, out of box thinking, ontological experience, education, creativity.

The mental model of confidence implies system range of given elements having relations which instill such feature as integrity to the whole model. However each shift of relations (transformation) introduces changes into the very model due to the fact that it receives new features during the process of interrelation between households and financial institutes.

Reflection is an efficiency and adequacy index of mental model of confidence, this affects whether a household could adopt changes, whether its reaction and gained experience will be adequate, whether attributes of confidence level changes will be engaged directed towards constructive development, improvement of knowledge, financial behavior modification and increasing level of confidence in financial institutions as a result.

A mechanism of the impact on the householder confidence was developed and grounded according to this model acting on macro-, micro and nanolevels. Suggested mechanism is referred to particular type of confidence (institutional, economic, and personalized) and also includes a set of levers and instruments, legislative environment and informational and methodical support for its elements functioning. Developed mechanism provides an opportunity for integrated effect on increasing of household confidence level in institutions of financial market which mean regulators, institutions and some of financial organizations (banks, pension funds, insurance companies, etc.) leading to dynamic development of financial market in general and raise the well-being of the people.

**Keywords:** *household, mechanism, institutional confidence, economic confidence, personalized confidence, mental model, institution, financial market.*

## The research objective

Confidence (institutional, interpersonal, investment, etc.) follows a downward trend as a result of the global economic crisis and the instability of the domestic economy over the last years [1]. The researches attest against this background conducted by Eurofound «European Quality of Life Survey 2016» in 2017 in which confidence level changes are analyzed in different political and public organizations including commercial banks in comparison with 2011 among European Union countries. Thus, according to surveys carried out by the «European Quality of Life Survey 2016» [2] respondents determined the level of confidence in various institutions on a 10-point scale. Thus in the EU countries this index has an average level of 4,2 points, the highest level of confidence characterizes Finland (7.4) while Denmark and Luxembourg have relevantly a value of 6,4 and 6,3. Such countries as Cyprus, Croatia, Greece, Spain have a value below four points. It should be noted that the differentiation between the maximum and minimum values of the level of confidence in banks is the largest in comparison with the other institutions in the EU countries – 4.2 points. The research also emphasizes that respondents, for example residents of Cyprus, using such a banking product as mortgages have a low level of confidence compared to those who do not have a mortgage loan. According to the results of the study, there is a decrease in confidence in banking institutions compared to 2011 in EU countries.

It should also be noticed that the social and cultural environment and non-economic factors were not devoted sufficient attention in the neoclassical economic theory but the current state of the world and national economies highlights the need to study such a social and economic phenomenon as confidence. It is also connected with such world megatrends as the development of the knowledge-driven economy and its intellectualization. In the framework the issue of raising level of public confidence in financial institutions is urgent in the terms of the shape of a providing stability system within the financial system of the country.

**Actual scientific researches and issues analysis.**

The definition of confidence is considered on the basis of various aspects in researches of domestic and foreign scientists: as an element of social capital [3], which the author suggests to explore according to an interdisciplinary approach; as a key factor of partnership in business [4]; as a factor of the efficiency of financial and monetary transmission [5] where the author determines the prospects for formalization and

quantitative assessment of institutional confidence. In the research [6] the instance of confidence is regarded in a joint stock company by shareholders, it is justified that total value of confidence and disconfidence is advisable to set at 100% and the estimation of relative confidence should be carried out according to the criterion of the biggest one among these indexes. A large number of publications are devoted to the problems of formation and management of confidence in the banking sector [7-8] and its regulator meaning the National Bank of Ukraine [9] in the economic direction.

But in spite of the large amount of research work studying this problem from the point of view of philosophy, psychology, ethics, sociology and economics the issue of substantiation, development and practical implementation of raising level mechanism of confidence to financial institutions is not paid enough attention by households in order to enhance their financial activity, which has determined the subject matter of this article.

**The object of the article** is to ground and develop an effective mechanism for raising the level of confidence to financial institutions by households, which is based on an integrated approach and mentality model of confidence and operates at certain levels and possesses its own specific construction.

**Scholarly results.**

The study of informal factors of the financial market development where different actors operate with their established socio-cultural, psychological norms, mental stereotypes, customs, traditions, etc. makes it possible to develop more flexible mechanisms for their interaction. Public confidence is one of the important attributes influencing the processes of institutionalization of financial institutions.

The level of confidence as well as its parameters changes in one way or another serve as a constraint for economic agents, a certain indicator arguing the need to improve the mechanisms of protection and control of compliance with economic, social, legal, ethical norms from the financial structures, bringing their business behavior in a state that reflects the expectations of society and investors.

A fairly high level of confidence in financial institutions is the basis for increasing the investment potential of households which can in some way compensate the imperfection of domestic legislation in the financial sphere and provide the development of the entire financial system of the country. Therefore following positive relation appears – the higher the level of investor confidence, the less transaction costs of managing financial flows, the more effective the activities of financial institutions themselves, and there may also be negative relation – the lower the level of confidence, the higher transaction costs and efficiency are. That is in such a case confidence is a component of social capital, which volume increases due to all market participants and may decrease due to the unfortunate and unfair actions of one player.

The founder of the theory of social capital Fukuyama F. states in his treatise [10] that «... the confidence arising within a particular community is the expectation that members of this community will behave normally and honestly, expressing willingness for mutual assistance in accordance with generally accepted norms in society». The author also argues that social capital is opportunities arising when there is a confidence in society while the role of the regulatory mechanism decreases with a mutual confidence between agents. That is, he introduces informal attributes into the concept of social capital – traditions, confidence reducing the significance of rational motives.

On the other hand confidence could be considered as a set of norms and standards of economic agents' behavior which simultaneously are the conditions and mechanisms for determining sanctioned actions protected in any social way as well as social and economic relations ensuring the effective functioning of the financial market. It is advisable to take into account the problem of mutual confidence between financial institutions and investors, between institutions themselves (at the level of their interaction), between financial institutions and the regulator as well as between another structures.

The attitude and hence the interpretation of the social and cultural phenomenon of confidence has changed in science over the last years – its classical vision that the past determines the future is outdated and irrelevant. P. Gross noted in his work [11, p. 19] that «... the modern world lives by innovations therefore the key issue is the question of confidence in the new one. In

essence we are talking about a new form of confidence in the fast-paced world, such confidence that favors on the innovative solution of old problems». Therefore confidence is seen as a factor affecting the degree of innovations adoption by the society, financial services and instruments are constantly shifting, its spectrum is expanding and the degree of its complexity is increasing and hence its perception is turning more complicated among population. Therefore financial institutions require a mechanism for influencing households that would allow to regulate its confidence and instruments for its quantitative measurement.

A usage of such categories is noticed In the investigated scientific sources as public confidence, political confidence, economic confidence, institutional confidence, personal confidence, etc. in certain objects or subjects of activity. That is all authors practically distinguish certain types of confidence in a certain area of life or human existence. Thus according to the authors' definition [12, p. 103], «economic confidence means confidence in the reliability of an economic entity based on the imagination or knowledge of it and related to the ability to foresee, predict or influence the actions of this object», that embodies in four directions. In our view, such an interpretation of this category is not entirely appropriate because the confidence process has a two-way character – the subject and object can influence each other therefore we need to talk about the mutual exchange of information that is the basis for confidence.

The author notes in the treatise [5, p. 99] that institutional confidence is «impersonal confidence in a particular institution based on the expectation that the partner will behave in a predictable manner in accordance with generally accepted formal and informal norms». As we can see, the authors talk about the predictability of the behavior of the object based on knowledge and ability to make a prediction and this is quite complicated for most citizens. One has to agree with the author that predictability depends on the actions of the object in accordance with rules and norms to some extent. But in our opinion it is aimed at institutions not institutes since it comes to institutional confidence.

Consequently we propose to consider it at three levels depending on the object of confidence: macroeconomic level – institutional confidence in the institutions of the financial market embodied in the activities of market regulators; micro level – economic confidence in financial institutions; nano level – personalized confidence formed directly by a specific financial institution in accordance with its market positions and specialization.

Institutional confidence is an impersonal confidence in certain institutions based on social, legislative, economic, and cultural norms, manifested in the expected and predictable behavior of the confidence object.

Economic confidence is the confidence of the population in the reliability and stability of the institute based on the reputation of the confidence object guaranteeing protection of the interests of households, the possibility of predicting further actions of the object and comprehension of the benefits.

Personalized confidence is a confidence of the household in the reliability and stability of the confidence object related to the possibility of mutual influence, dialogue and information exchange, predictability of the actions of partners and based on an individual approach taking into account the mental characteristics and potential of each client.

The mentality also establishes an important element of the mechanism for increasing the level of confidence in financial institutions by households which forms the basis for its effective functioning. Issues of economic mentality in economic theory are devoted to such treatises as the monograph by Gayday T.V. who mentality takes to mean as «historically formed individual and social economic consciousness, whose dramatic character is determined by biosocial factors, cultural identity, ethno-national and other features of the mentality carriers» [13, p. 241]; treatise by the Russian scientist Vukolova T.S. who believes the economic mentality is characterized by the economic values and norms of behavior reside in a certain group representatives [14]. In other words economic mentality can be interpreted as the one serving the economic sphere of society and individual in a broad sense.

We propose to assume the mentality as complex of historically formed consciousness, norms and patterns of economic behavior, organizational forms of its identification based on historical memory, family and social traditions, experience and innovations perceiving. This approach allows us to develop a mental model of household confidence in

financial institutions which structurally will have the following form (Figure 1).

The mental model of confidence is understood as the system set of certain elements possessing relationships which assign to the whole model such quality as integrity. But each change in communications (transformation) also changes the model while it obtains new qualities in the process of interaction between households and financial institutions. The transformation process can take place in relation to such a structural element of the model as a variable since own priorities of the household might be a reviewed in the both directions of increasing confidence and its reduction under the influence of constant element factors and a state changes of the confidence object.

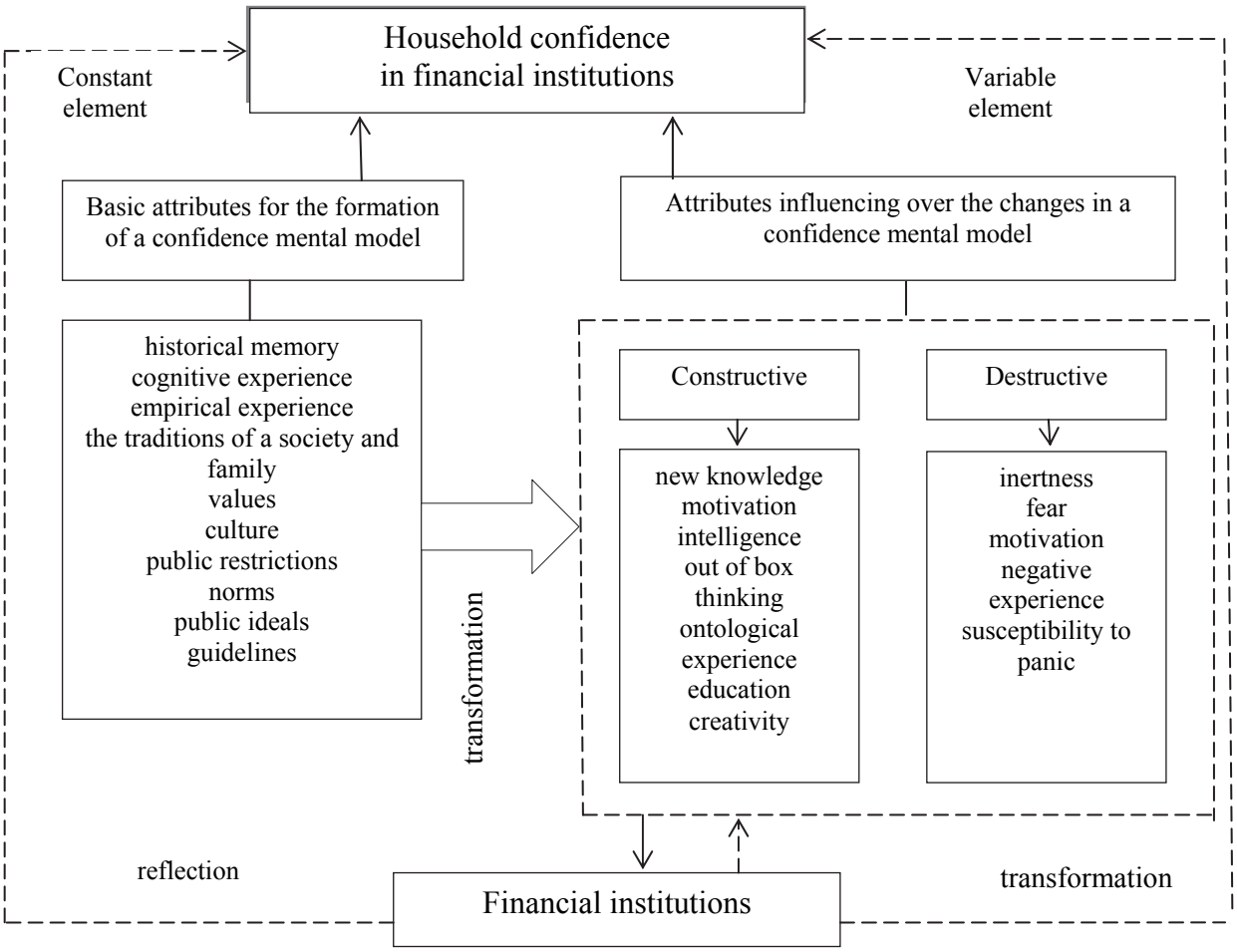



Fig. 1. The structure of the mental model of household confidence in financial institutions
*Source: authors` own development*

Reflection is an indicator of the efficiency and adequacy of the mental model of confidence, it depends on whether the household can perceive changes in the confidence object, whether its reaction and experience is adequate, whether the attributes of change in the level of confidence are involved which are aimed at constructive development, improvement of knowledge, change in financial behavior and increase in the level of confidence in financial institutions as a result. On the contrary reflection will lead to closure and loopholes on the underlying attributes which do not lead alone to further positive changes in the mentality of the household.

The attributes influencing over the level of confidence could possess constructive character that is to promote a positive vector of mental development since a household perceives new financial instruments, recognizes its features and mechanisms of market application and also can cause a destructive effect when a household rejects innovations and changes confidence object

due to objective and subjective factors – inertness, negative experience, fear, etc.

Thus the mechanism for increasing the level of confidence should be based on the mental model and an increase in this index in its turn clearly affects the functioning efficiency of the financial market as there is an active use of financial products, tools and services by investors (consumers). The degree of society confidence in the financial market as a whole as well as clients' confidence in its individual institutions is the most important attribute determining the behavior of households while choosing a financial product (service) and the institution that provides it. Its support at a sufficient level should proceed with the help of an effective mechanism of confidence management the formation of which in its turn depends on a range of parameters and quality of institutions of the financial market.

Therefore it is advisable to analyze and specify the initial theoretical positions based on the institutional and functional approach [15] to the role of institutions in preserving and developing institutional, economic and personalized confidence from investors.

The phenomenon of confidence in the institutions of the financial market traditionally includes two research directions, the first one is confidence in the financial market as an integral system, as a market institution and also in its higher level embodying regulators (NBU, National Securities And Stock Market Commission, National Financial Services Commission). For example the main purpose of any oversight is believed to be providing fair rules for all participants in the financial market in the United Kingdom.

The second direction is the formation of confidence directly in specific subjects of the financial market. This kind of investor confidence depends on both existing, government guarantees and on the economic performance of the institution itself – net value, capital adequacy (ability to cope with losses), profit stability (degree of risk index), liquidity. The availability, reliability, cost of information about financial transactions and its management is also important. The disclosure of information generating the reputation of an agent is the basis for the investor to form an opinion about the level of security or risks in his operations at the effective market.

The third level of research should also be distinguished in our view which is the level of system management directly the financial institution and its subsystems. Directions of activity, management decisions and actions for the purposeful formation of the appropriate level of confidence both from the real and potential clients (external environment) and from the staff to the clients (internal environment) should be implemented in its strategic management.

Hence it is necessary to apply an integrated approach to consideration of this problem and take into account the economic and social effects of changing the parameters of confidence at its various levels while forming an institution of investor confidence.

Therefore it is appropriate to emphasize confidence at the level of the entire financial market (macro level) and at its micro and nano levels. Effective levers and tools for managing various types of confidence should be formed at each of them and the mutual influence between subjects and objects of confidence should be taken into account. The authors' developed mechanism for increasing the level of household confidence in financial institutions is illustrated in Figure 2 in light of the mental model and the above-mentioned approaches.

| A MENTAL MODEL OF CONFIDENCE | | | | |
|---|---|---|---|---|
| Levels of confidence | Types of confidence | Confidence object | Levers | Instruments |
| Macro levvel | Institutional | Regulators of the financial market | Monetary policy<br>Currency regulation policy<br>Transparency of activity<br>Regulatory policy<br>Information policy<br>Reputation policy<br>The policy of protecting the rights of depositors, investors, consumers<br>Investment policy<br>Communication policy<br>Prudential supervision<br>Consolidated supervision | State Strategies<br>State Concepts, Programs<br>Regulatory acts<br>Licensing activity<br>Registration activity<br>Financial monitoring<br>Control and revision activity<br>Achievement of declared goals<br>Information disclosure<br>Transparency of activity<br>Infrastructure development<br>Organization of financial education<br>Training and certification of specialists<br>Participation in charity events<br>Working with the public, mass media<br>Issue printed specialized publications<br>Work with resorts of citizens |
| Micro level | Economic | Institutes of the financial market | Innovation Information<br>Image Reputation<br>Policy for dealing with customers, consumers<br>Availability of services (financial instruments)<br>Disclosure, transparency<br>Information technology<br>Communication risks | Publishing information about issuers<br>The amount of appeals and resorts of citizens about the violations<br>Reputation risk management<br>Effective marketing<br>Professional and ethical codes<br>Execution educational events for youth (students)<br>Attracting financial advisers |
| Nano level | Personalized | Given financial establishment | The brand of the establishment<br>The quality of services<br>Safety Professionalism<br>Reliability Culture<br>The ethics of doing business<br>Social orientation<br>Legitimacy of activity<br>Replication in appeal to the establishment | Corporate culture<br>Evaluation of activities in the media, social networks, the Internet<br>Participation in the Deposit Guarantee Fund<br>New forms of cooperation<br>Disclosure and accessibility of information<br>Participation in social and charity events<br>Development of systems of economic and information security<br>Highly qualified staff |
| Legislative framework | | | | Information and methodical framework |
| A LEVEL OF HOUSEHOLD CONFIDENCE | | | | |

Fig. 2. A mechanism for increasing the level of household confidence in financial institutions
Source: *authors` own development*

The levers are meant a set of instruments influencing over households by the object of confidence in order to increase its level in this mechanism which depends on the state of the mental model in a certain period of time.

Instruments are the tools whereby the confidence object changes the household confidence under the terms of reliability and stability. Instruments provide effective lever action.

Regulatory framework is the legislative, normative basis for the application of levers and instruments in the legal, legitimate area and the ground for the effectiveness of the mechanism though effective and perfect legislation promotes both the development of financial market institutions and avoidance conflicts in the relationships with other subjects This allows to reduce the number of violations and lawsuits in the activities of the financial market participants.

Information and methodical support is norms and standards developed by regulatory authorities and other institutions methods of calculating performance indexes, information support activities, organization of accounting, formation of databases, registers, analytical documents, etc. and all information streams that move between mechanism levels and its components providing its viability.

## Conclusions and prospects for further development in this direction

The analysis of scientific achievements allowed the author to develop a mental model of household confidence in financial activities, which possesses basic and variable elements and directions for transformation and reflection in its structure. Given model is proved to be the basis for mechanism functioning of influence over the household confidence which operates on three levels, directed into its certain type and also contains at each level a set of levers and instruments, legislative, informational and methodical framework that allows to affect complexly increasing level of public confidence in financial institutions. Further directions of research are developing indexes of quantitative assessment of the level of household confidence at three levels.

## References

1. Seligmen A. Problema doveriya : [per. s angl.] / A. Seligmen, I. Myurberg. – M. : Ideya-Press, 2002. – 256 p.
2. Eurofound (2017), European Quality of Life Survey 2016: Quality of life, quality of public services, and quality of society, Publications Office of the European Union, Luxembourg. – 122 p.
3. Terpan V.V. Dovira v strukturi sotsialnogo kapitalu suchasnogo universitetskogo studentstva / V.V. Terpan // Sotsialni tehnologiyi : zb. nauk. prats. – 2011. – no. 51. – pp. 190-198.
4. Ivanova R. H. Doverie kak klyuchevoy faktor partnerskih otnosheniy v biznese / R.H. Ivanova // Problemy ekonomiki. – 2010. – no. 1. – pp. 51-55.
5. Alimpiyev E. Institutsiyna dovira yak chinnik efektivnosti finansovo-monetarnoyi transmisiyi v pislyakrizoviy ekonomitsi / E. Alimpiyev // Galitskiy ekonomichniy visnik. – 2012. – Vol. 4(37). – pp. 96-103.
6. Kuzmin O. E. Ekonomichna dovira yak chinnik formuvannya aktsionernih vidnosin / O.E. Kuzmin, O.O. Bonetskiy // Ekonomika ta derzhava. – 2011. – Vol. 3. – pp. 4-7.
7. Dzyublyuk O. Sotsialno-ekonomichni zasady suspilnoyi doviry do bankivskogo sektoru / O. Dzyublyuk // Visnik Ternopilskogo natsionalnogo ekonomichnogo universitetu. – 2016. – Vol. 2. – pp. 54-69.
8. Kotelevska Yu.V. Metodichni rekomendatsiyi do zmitsnennya loyalnosti spozhivachiv u protsesi prosuvannya bankivskih produktiv na rynku / Yu.V. Kotelevska // Biznes Inform. – 2012. – Vol. 2. – pp. 176-179.
9. Drugov O. Suchasni aspekty formuvannya doviry naselennya do Natsionalnogo banku Ukrayiny / O. Drugov // Visnik Natsionalnogo banku Ukrayini. – 2013. – Vol. 1 (Sichen). – pp. 32-35.
10. Fukuyama F. Doverie: sotsialnyye dobrodeteli i sozidaniye blagosostoyaniya [per. s angl.] ; [Elektronnyiy resurs] / F. Fukuyama. – M. : OOO «Izdatelstvo ACT», ZAO NPP «Ermak», 2004. – 730 p. – Rezhym dostupa : http://yanko.lib.ru/books/cultur/fukuyama-doverie-a.htm.
11. Gross P. Doveriye v nestabilnom mire / P. Gross // Sotsialnyye i gumanitarnyye nauki. Otechestvennaya i zarubezhnaya literatura : Seriya 11 «Sotsiologiya» : RZh/RAN.INION (Tsentr sots. nauchn.-inform. issled. : Otdel sotsiologii i sots. psihologii). – M., 2010. – Vol. 2. – pp. 15-20.

12. Kuzmin O. E. Dovira yak ekonomichna kategoriya / O. E. Kuzmin, O .O. Bonetskiy // Visnik NLTU Ukrayiny: zb. nauk-tehn. prats, Lviv : RVV NLTU Ukrayini. – 2010. – no. 202. – pp. 100-1-104.
13. Gayday T.V. Paradygma Institutsionalizmu: metodologichnyy aspekt [monografiya] / T.V. Gayday. – K. : VPTs «Kiyivskiy universytet», 2008. – 296 p.
14. Vukolova T.S. Natsyonalnaya ekonomicheskaya mentalnost v epohu rynochnyh reform / T.S. Vukolova // Ekonomicheskiy vestnik Rostovskogo gosudarstvennogo universiteta. – 2004. – Vol. 1. – no. 2. – pp. 72-84.
15. Hosking G. Doverie: dengi, rynok i obshchestvo: [per. s angl.]/ G. Hosking. – M.: Moskovskaya shkola politicheskih issledovaniy, 2012. – 80 p.

# LEGAL REGULATION OF FORCED INTERNAL DISPLACEMENTS OF THE POPULATION OF UKRAINE

*Zinaida Smutchak*
*Ph.D. (Economics), as. prof.*
*as. prof. of the department of management, economics, law and tourism,*
*Flight Academy of National aviation University*

*Jozef Zaťko*
*Dr.h.c. mult. JUDr., MBA, Honor. Prof. mult.*
*President ICOCRIM Slovak Bureau,*
*President EEDA – Eastern European Development Agency, Director*

**UDK 317.74**

**Abstract.** The result of the study was to highlight the existing problems of ensuring the rights and freedoms of internally displaced persons in Ukraine and the prospects for improving the legislation on regulation and ensuring the legal status of these persons. The effective provisions of the national legislation on the legal protection of the status of persons who are forced to leave their place of residence are singled out. The analysis of intra-regional and interregional migration of the population of Ukraine during the years of its state independence (1991 – 2017). A number of problems were identified in the area of ensuring the rights and freedoms of internally displaced persons in Ukraine, their employment and adaptation, and suggested ways to overcome them. Prospects for further research in this regard relate to the resources of the state migration policy of Ukraine on the regulation of migratory space and the regulation of migratory movements of the population.
**Keywords:** *forced displaced persons, internally displaced persons, social adaptation, legal protection, observance of the rights and freedoms of internally displaced persons.*

## Introduction

**The general definition of the issue and its connection with important scientific or practical tasks.** The analysis and taking into account the current migratory trends in our state is considered as one of the important factors in the formation of our own national policy in the context of Ukraine's participation in the European and global migratory space. This problem is directly and

indirectly in the plane of national security of Ukraine. The complicated political processes in Ukraine in recent years have led to the emergence in the legal doctrine of a new category of subjects that require legal safeguards and social protection on the part of the state – internally displaced persons. Today, the problem of the emergence of a significant number of internally displaced persons in the regions of Ukraine due to the annexation by the Russian Federation of Crimea, the prolonged anti-terrorist operation and military conflicts that continue in the eastern part of Ukraine are particularly marked. It should be noted that due to these reasons, the most urgent problem for Ukraine was the rapid growth of internal (resettlement) migration, as well as emigration.

**Analysis of the latest researches and publications.** Thorough research of the category of «internally displaced persons» by scientists began in recent years. In the majority of cases, the attention was focused on the study of the problem of legal regulation of migratory processes in general, or the protection of the rights and freedoms of refugees in particular. It should be noted that the specifics of migratory processes were covered in their publications by such native scholars as: O.O. Bandurka, S.P. Britchenko, I.B. Kovalishin, O.V. Kuzmenko, O.A. Malinovskaya, M.D. Romanyuk, S.O. Mosiond, V.I. Olefir, O.I. Piskun, Yu.I. Rymarenko, M.M. Sirant, V.M. Snigur, N.P.Tindik, S.B. Chekhovich

**The purpose of the article** is to study the peculiarities of the legal regulation of the category of internally displaced persons and their characterization by analyzing the circumstances that contribute to the emergence of this phenomenon provided by independent international observers; coverage of existing problems of ensuring the rights and freedoms of internally displaced persons in Ukraine and analysis of prospects for improving legislation on regulation and ensuring the legal status of these persons.

**Presentation of the main research material.** Internal migration, that is, moving within the borders of individual states, is no less important for economic and social development than intergovernmental. It does not affect the size and composition of the population as a whole, but it causes changes in its placement, the sex-age structure of the inhabitants of certain regions, is a consequence and an important factor of regional differences, is directly related to the processes of industrialization and urbanization, and the depopulation of the village. In terms of volume, internal migration is far superior to international [15].

According to United Nations estimates, native migrants are persons, living in their own countries, but not in the regions where they were born, have at least 12% of the world's populations, while the international ones are slightly more than 3%. It is caused, in general, by the same reasons as international migration, has a similar motivation, that is, the improvement of living and working conditions, and is therefore directed mainly from depressed regions to those that are dynamically developing from rural to city and industrial centers. Internal migration can lead to the desertification of certain territories and excessive concentration of population in others. At the same time, as well as migration abroad, it contributes to increasing household incomes, reducing poverty, gaining new knowledge and experience, that is, the accumulation of human capital. Moreover, the influence of internal migration on development is obviously greater than the international migration [14, 15].

At the same time, it does not cause loss of labour and intellectual potential of the country. For countries that are labour donors for the international labour market, namely, this group belongs to Ukraine; internal migration is a significant alternative to going abroad.

Thus, internal migration deserves the proper attention of the authorities and society, taking into account in the development of social and economic programs, adequate political design. Particularly urgent, the development of measures for its regulation is gaining momentum in modern Ukraine as a result of events that caused massive involuntary displacements of the population, which have serious challenges for the state [14, 15].

To define the phenomenon of internal migration, we turn to Article 1 of the Law of Ukraine «On the Protection of the Rights and Freedoms of Internally Displaced Persons» of 10.20.2014 [8]: an internally displaced person is a citizen of Ukraine, a foreigner or a stateless person who is in Ukraine on a legal basis and has the right to permanent

residence in Ukraine, which was forced to leave or leave his or her place of residence as a result or in order to avoid the negative consequences of an armed conflict, temporary occupation, widespread manifestations of violence, human rights and natural or man-made emergencies.

Also, this law gives the characteristics and circumstances that contribute to the emergence of internal displacement. Thus, these circumstances are considered to be well-known and no need to prove if the information contained therein is contained in the official reports (communications) of the United Nations High Commissioner for Human Rights, the Organization for Security and Cooperation in Europe, the International Committee of the Red Cross and the Red The Census, the Commissioner for Human Rights of the Verkhovna Rada of Ukraine, posted on the websites of the said organizations, or if, in such circumstances, appropriate decisions have been made by the authorized state authorities.

International observers of the UN Mission in their reports have repeatedly emphasized the violation of human rights, the harassment of local people, committed by armed groups as a result of armed aggression in eastern Ukraine. The mission received reports of murders, torture and ill-treatment, as well as cases of unlawful imprisonment, forced labour, looting, foreclosure requirements and extortion of money in areas under the control of armed groups. The persecution and intimidation of people suspected of supporting the Ukrainian armed forces or territorial integrity of Ukraine remain widespread. Occasionally, the Mission's access to places where reported human rights abuses were restricted by armed groups or was impossible for security reasons [2]. All this led to the intensification and growth of internal movement across the territory of Ukraine.

Since April 2014 – since the beginning of fighting actions in the Donbass from Donetsk and Luhansk oblasts, according to the United Nations, more than 2 million people left, of which 1 million 750 thousand people moved to other regions of Ukraine, and more than 300 thousand people emigrated to the Russian Federation. Of the annexed Crimea, immigrants to mainland Ukraine have become almost 25 thousand people. The largest number of internally displaced persons from the Donbass is located in the Donetsk region – 660 thousand, Lugansk – 249 thousand, Kharkiv – 2010 thousand, Kiev – 123 thousand, Zaporizhya – 116 thousand, Dnipro – 76 thousand, Kiev – 48 thousand, Odessa – 36 thousand people [1].

These data are approximate to real ones, since it is impossible to accurately calculate in the context of fighting actions and conduct of an anti-terrorist operation. The main reason for stimulating the high intensity of the migratory movement in Ukraine was the annexation of the Crimea, hostilities in the Donbass, terrorism and the attack on the territorial integrity and sovereignty of the country [1].

The urgency of the problems associated with massive migratory processes is the most intensified against the backdrop of the general demographic crisis that has spread to Ukraine since 1991, which has also largely led to the migratory crisis, which in modern conditions manifests itself in reducing the intensity of migrations in the middle of the regions, greatly increased due to the conflict in the Donbass on the interregional level and the intensive flows of foreign labor migrants (Fig. 1)

At the intra-regional and interregional levels, migratory activity is reduced. So, if in 1991 in the regions of the country changed the place of residence 594,2 thousand people, then in 2000 – 461,9 thousand, in 2007 – 435,8 thousand people, in 2014 - only 273,7 thousand people (59% less). Also, the intensity of the exchange of population between the regions of the country decreased: in the year of 1991 354,8 thousand people left their permanent residence to other regions, and 385,8 thousand people came in, in 2000 these figures amounted to 274.9 thousand people in relation to arrivals and departures, in 2007 -276,0 thousand people, and in 2014 - 211,1 thousand persons (by 38% less).

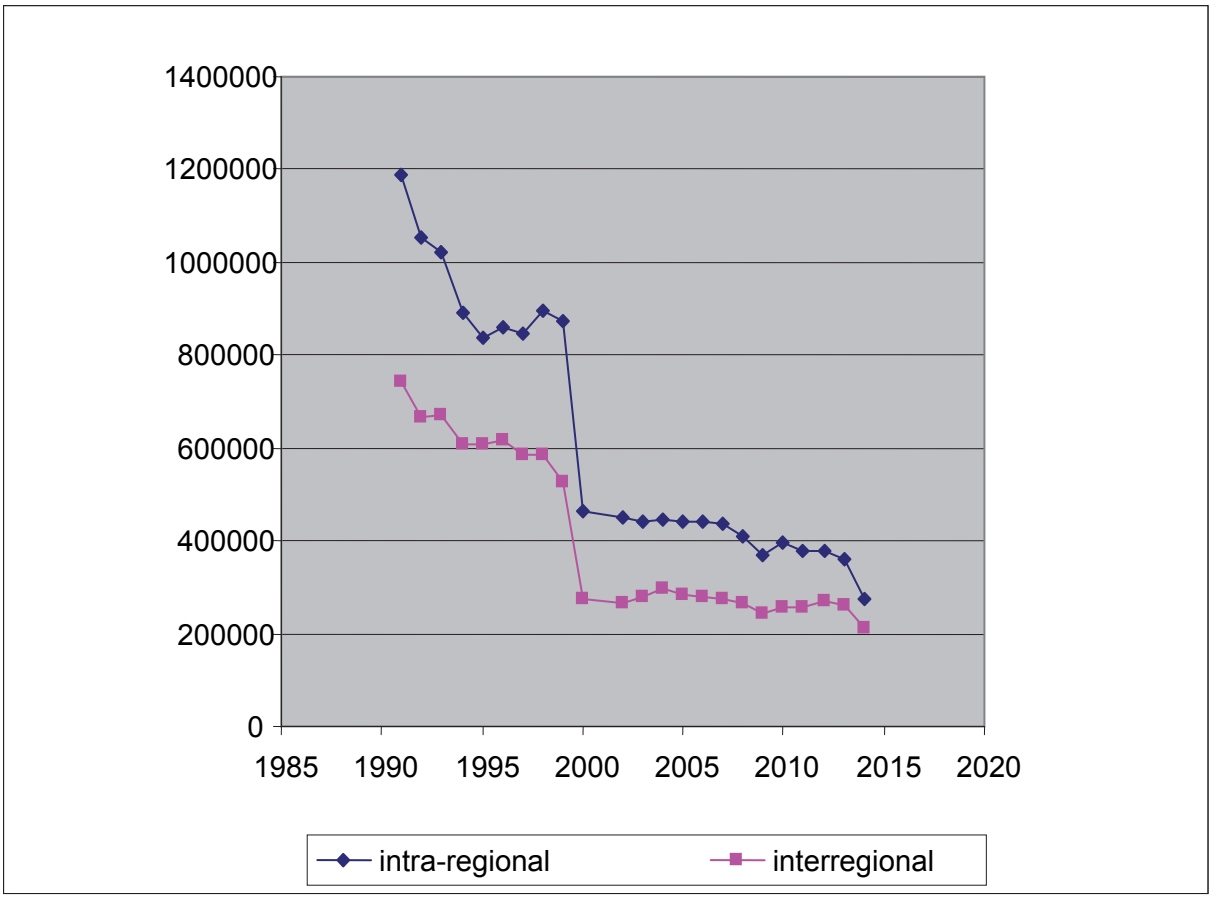



Fig. 1. Migration of the population of Ukraine during the years of state independence (1991 – 2016 years), persons. compiled by source [13]

The Concept of Migratory Policy of Ukraine states that it is aimed at ensuring good governance migration, creating conditions for sustainable demographic and social and economic development, improve national security by preventing uncontrolled migration and elimination of their consequences, harmonization of national legislation the sphere of migration with international standards, the strengthening of social and legal protection of Ukrainian citizens who are in danger respect or work abroad, adhere to the principles of protection of Ukraine's interests, as well as the fact that the threat to the national security of Ukraine is made up of: illegal migration; aggravation of the demographic crisis; leaving Ukraine scientists, specialists, skilled labour [10]. Moreover, the current legislation of Ukraine guarantees the observance of the rights and freedoms of internally displaced persons. Ukraine takes all possible measures envisaged by the Constitution and laws of Ukraine, international treaties, the consent of which is binding on the Verkhovna Rada of Ukraine, regarding the observance of the rights and freedoms of internally displaced persons, the creation of conditions for the voluntary return of such persons to the abandoned residence or integration of the new place of residence in Ukraine [8, art. 2].

In April 2014, the Law «On ensuring the rights and freedoms of citizens and the legal regime in the temporarily occupied territory of Ukraine» was adopted in Ukraine [9], in addition, at a different time, a number of subordinate normative acts were adopted that regulate the issues of temporary placement and assistance to citizens. Ukraine, which are internally displaced persons [6]. In October 2014, the Verkhovna Rada of Ukraine adopted the Law of Ukraine «On ensuring the rights and freedoms of internally displaced persons» [8].

The Law of Ukraine «On ensuring the rights and freedoms of internally displaced persons» not only supplemented the content of the definition of internally displaced persons, specified the guarantees of observance of the rights and freedoms of internally displaced

persons, but also introduced changes in the validity period of the certificate on the registration of internally displaced persons, improved the mechanism of provision the realization of the rights of registered interconnected persons to employment, etc.

Also, a number of Decrees of the Cabinet of Ministers of Ukraine "On the provision of monthly targeted assistance to internally displaced persons to cover residential expenses, including for payment of housing and communal services, was adopted by the Cabinet of Ministers of Ukraine in order to ensure the accounting of relocation, social protection and regulation of the mechanism for the provision of monthly targeted assistance to internally displaced persons dated 10.01.2014, No. 505 (with amendments and supplements dated 18.12.2015) [11], «Procedure for issuing and issuing a certificate on the registration of internally displaced persons» dated October 1, 2014, No. 509 (with changes and amended on 11.06.2016) [5] «On peculiarities of the rights of certain categories of persons on obligatory state social insurance» from October 1, 2014 r. number 531 (amended on 09.22.2016). [12]

Despite the continued work of legislators in improving the rights and freedoms of internally displaced persons, there are a number of pressing issues. Quite important today is the problem of employability of able-bodied persons from this category of persons. Based on the results of the survey «Assessment of the needs of internally displaced persons in Ukraine and services for them», which was held in January 2015 by the NGO «Social Initiatives on Occupational Health and Safety», the priority needs of this category of persons are: financial (the need for employment ) – 69,5%; humanitarian (food and clothing) – 65,7%; residential – 62,8%; medical – 49,8%; social – 13,5%; psychological - 11%; legal - 11%; cultural – 7,3%; political – 6,2% [4].

The responses of internally displaced persons regarding their needs, which are satisfied at low or insufficient level, were distributed as follows: financial (employment) – 45%; residential – 41,2%; humanitarian (food, clothing) – 34,5%; medical – 28,3%; social (participation in community life, tolerant attitude of citizens, equal access to benefits and opportunities in society) – 17%; political (participation in political life of the state, decision-making, legislative activity) – 14,2%; legal (protection of rights, representation of interests in court, legal advice) – 13,4%; psychological and cultural – by 9,7% [4].

Moreover, the results of the survey «Assessment of the needs of internally displaced people in Ukraine and services for them» found that 45% of respondents were not satisfied with their material situation and employment. This indicator calls on local authorities and non-governmental organizations to make serious efforts and an integrated approach to support the employment of forced migrants and provide them with affordable housing. The government should develop a national strategy to ensure the economic and social rights of internally displaced persons, with the broad involvement of all local, national and international resources [4].

The problem was the registration of internally displaced persons, as indicated by human rights organizations that provide legal assistance to this category of persons. First of all, this is a massive denial of internally displaced persons due to the incorrect definition of the territory from which the internal movement takes place. Resettlements from some areas of the antiterrorist operation, which are controlled by the Ukrainian authorities of settlements, are denied registration. This despite the fact that there were artillery shellings in these and other settlements, housing, infrastructure, and so on were destroyed.

The next reason is the refusal to register individuals who do not have a passport of a citizen of Ukraine indicating that their registered place of residence is currently a populated area in the areas of the antiterrorist operation. As well as the provision of additional documents not provided for in the Cabinet of Ministers of Ukraine Cabinet of Ministers Nos. 505 and 509 - for example, certificates from the residential managements confirming the fact of residence, the contract for renting a house, etc.

The Ukrainian Helsinki Human Rights Union also identifies additional obstacles in obtaining targeted assistance. For example, in early 2015, queues for the previous record of coupons, which indicated the date of registration, were lining up to the departments of social protection of the population. In January 2015, such coupons were issued in Kharkiv and Donetsk regions as early as March 2015.

In some departments of social protection for married people, but only one family member has moved, they refuse to register

until the second spouse moves in, basing it on the fact that the assistance is allegedly allocated only to the family. The problems with the definition of the appropriate labour and social protection of the population who are authorized to keep records of displaced persons and to provide targeted assistance to the settlers are fixed [3].

The adopted Law of Ukraine «On Amendments to Some Laws of Ukraine on the Strengthening of the Guarantee of Compliance with the Rights and Freedoms of Internally Displaced Persons» [7], taking into account the proposals of the President of Ukraine, is fully in line with international standards today and provides for strengthening the guarantees of observance of the rights and freedoms of internally displaced persons, simplifying the procedure accounting for such persons.

The law takes into account the proposal of the President of Ukraine regarding the determination of the body (officials), which will be based on the identification of the facts of the absence of internally displaced persons at the place of residence and confirmation of information about their movement within Ukraine, as well as the mechanism for checking such information and the fact of the long absence of internally displaced persons at the place residence. Now citizens who lived in the temporarily occupied territories before occupation, but were not registered there, will also be able to become internally displaced persons by expanded procedure. The certificate issued to internally displaced persons will operate indefinitely, and migrants will not have to undergo a re-registration to prolong the certificate and register with the State Migration Service of Ukraine. This law also helps to register internally displaced persons in the labour market and find work.

## Conclusions and perspectives of further research in this area.

Particularly urgent today is the problem of implementing measures for the arrangement and employment of forced migrants from the annexed Crimea, Donetsk and Luhansk oblasts covered by the hybrid war, support of Ukrainians living in the CIS, Baltic and foreign countries, settlement of the status of the Crimean Tatar people, cooperation with international organizations in countering and combating illegal migration, the development of borders, bringing Ukrainian migratory legislation in line with requirements international norms and principles of migration, regulation of intensive flows of external labour migration, social and legal protection of Ukrainian citizens who work abroad and prevent the outflow of intellectual potential. Problems related to the discrimination of internally displaced persons as a result of the shortcomings of the above-mentioned laws and regulations and administrative practice remain unresolved; providing housing for migrants, their employment. The decisive role in regulating labour migratory processes as a whole in Ukraine and in its regions belongs to the management of socio-economic factors, that is, such conditions of life and work of people who may change in the result of the redistribution of state budget funds, wages, social forms consumption. Under current conditions, the migration policy of the state should closely monitor migration processes, their current trends and phenomena respond promptly to changes and control them in order to subordinate to national and regional interests, the personal needs of migrants and in general promote the national security of Ukraine [1].

## References

1. Smutchak, Z. (2016) Mihratsiyni zahrozy dlya natsional'noyi bezpeky Ukrayiny: suchasni vyklyky ta shlyakhy rehulyuvannya [Migratory Threats to National Security of Ukraine: Current Challenges and Ways of Regulation] *Baltiys'kyy zhurnal ekonomichnykh doslidzhen' Baltic Journal of Economic Studies*, 2 , 3 , 107 – 112 [in English].
2. Dopovid' misiyi OON z prav lyudyny: perepustku skasuvaty, dekomunizatsiyu vypravyty [Report of the UN Human Rights Mission: cancel the pass, correct the de-communism] *www.ukr.media* Retrieved from https://ukr.media/politics/237795/ [in Ukrainian].
3. Zakharov, B. Prava vnutrishn'o peremishchenykh osib [Rights of internally displaced persons] *www.helsinki.org.ua* Retrieved from http://helsinki.org.ua/prava-vnutrishno-peremischenyh-osib-b-zaharov/#_ftn1 [in Ukrainian].
4. Otsinka potreb vnutrishn'o peremishchenykh osib v Ukrayini ta posluh dlya nykh [Assessment of needs of internally displaced people in Ukraine and services for them] *www.lhsi.org.ua* Retrieved from http://www.lhsi.org.ua/images/2015/Doslidzhennya_VPO_LHSI2015.pdf [in Ukrainian].

5. Uryadovyy kur'yer [Government Courier] (2014, 185) Poryadok oformlennya i vydachi dovidky pro vzyattya na oblik vnutrishn'o peremishchenoyi osoby [Procedure for issuing and issuing a certificate on the registration of internally displaced persons: Resolution of the Cabinet of Ministers of Ukraine] (October 1, 2014, No. 509) (as amended on June 11, 2016) [in Ukrainian].
6. Pravovi pytannya shchodo tymchasovoho rozmishchennya ta dopomohy hromadyanam Ukrayiny – vnutrishn'o peremishchenym osobam, stosovno reyestratsiyi, maynovykh pytan', sotsial'noyi dopomohy, reyestratsiyi pidpryyemnyts'koyi diyal'nosti, osvity ta inshykh pytan' [Legal issues concerning temporary placement and assistance to Ukrainian citizens - internally displaced persons, in relation to registration, property issues, social assistance, business registration, education and other issues] *www.unhcr.org.ua* Retrieved from http: // unhcr.org.ua/en/2011-08-26-06-58-56/news-archive/2-uncategorised/1293-vnutrishno-peremishcheni-osobi [in Ukrainian].
7. Pro vnesennya zmin do deyakykh zakoniv Ukrayiny shchodo posylennya harantiyi dotrymannya prav i svobod vnutrishn'o peremishchenykh osib [On amendments to some laws of Ukraine on strengthening the guarantee of observance of the rights and freedoms of internally displaced persons: the Law of Ukraine] (2015, February 18) *www.w1.c1.rada.gov.ua* Retrieved from http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=54093 [in Ukrainian].
8. Vidomosti Verkhovnoyi Rady Ukrayiny [Information from the Verkhovna Rada of Ukraine] (2015, 1) Pro zabezpechennya prav i svobod vnutrishn'o peremishchenykh osib : Zakon Ukrayiny vid 20.10.2014 : za stanom na 21.02.2016 [On ensuring the rights and freedoms of internally displaced persons: Law of Ukraine dated 20.10.2014: as at 21.02.2016] [in Ukrainian].
9. Vidomosti Verkhovnoyi Rady Ukrayiny [Information from the Verkhovna Rada of Ukraine] (2014, 26) Pro zabezpechennya prav i svobod hromadyan ta pravovyy rezhym na tymchasovo okupovaniy terytoriyi Ukrayiny : Zakon Ukrayiny vid 15.04.2014 : za stanom na 07.04.2016 [On ensuring the rights and freedoms of citizens and legal regime in the temporarily occupied territory of Ukraine: Law of Ukraine dated April 15, 2014: as of 07.04.2016] [in Ukrainian].
10. Pro Kontseptsiyu Derzhavnoyi mihratsiynoyi polityky. Ukaz Prezydenta Ukrayiny № 622/2011 vid 30.05.2011 [About the Concept of the State Migration Policy. Decree of the President of Ukraine No. 622/2011 dated 30.05.2011] *www.zakon2.rada.gov.ua* Retrieved from http://zakon2.rada.gov.ua/laws/show/622/2011 [in Ukrainian].
11. Uryadovyy kur'yer [Government Courier] (2014, 184) Pro nadannya shchomisyachnoyi adresnoyi dopomohy vnutrishn'o peremishchenym osobam dlya pokryttya vytrat na prozhyvannya, v tomu chysli na oplatu zhytlovo-komunal'nykh posluh: Postanova Kabinetu Ministriv Ukrayiny vid 01.10.2014 № 505 (zi zminamy ta dopovnennyamy vid 18.12.2015) [On the provision of monthly targeted assistance to internally displaced persons to cover residential expenses, including for payment of housing and communal services: Resolution of the Cabinet of Ministers of Ukraine dated 10.01.2014 No. 505] (as amended on 18.12.2015) [in Ukrainian].
12. Uryadovyy kur'yer [Government Courier] (2014, October 18, 193) Pro osoblyvosti realizatsiyi prav deyakykh katehoriy osib na zahal'noobov"yazkove derzhavne sotsial'ne strakhuvannya» : Postanova Kabinetu Ministriv Ukrayiny vid 1 zhovtnya 2014 r. № 531 (zi zminamy ta dopovnennyamy vid 22.09.2016) [On the peculiarities of the realization of the rights of certain categories of persons to compulsory state social insurance: Resolution of the Cabinet of Ministers of Ukraine dated October 1, 2014, No. 531] (with amendments and supplements dated September 22, 2016) [in Ukrainian].
13. Ofitsiynyi sayt Derzhavnoyi sluzhby statystyky Ukrayiny [The official website of the State Statistics Service of Ukraine*]. www.ukrstat.gov.ua.* Retrieved from http: //www.ukrstat.gov.ua [in Ukrainian].
14. J.DeWind & J. Holdaway (2009) Mihratsiya ta rozvytok vseredyni ta kordoniv. Doslidzhennya ta politychni perspektyvy shchodo vnutrishn'oyi ta mizhnarodnoyi mihratsiyi Migration and Development Within and Across Borders. Research and Policy Perspectives on Internal and International Migration *www.essays.ssrc.org* Retrieved from http://essays.ssrc.org/acrossborders/wp-content/uploads/2009/08/ch2.pdf [in English].
15. Malinovskaya, O.A. Vnutrishnya mihratsiya ta tymchasovi peremishchennya v Ukrayini v umovakh politychnykh ta sotsial'no-ekonomichnykh zahroz [Internal migration and temporary displacement in Ukraine in conditions of political and socio-economic threats] *www.niss.gov.ua* Retrieved from http://www.niss.gov.ua/content/articles/files/vnutrishnya_migratsia-45aa1.pdf [in Ukrainian].

# AUDIOVISUAL AND AUDIOLINGUAL TEACHING METHODS OF STUDYING THE UKRAINIAN LANGUAGE AS FOREIGN LANGUAGE

***Svitlana Ivlieva***
*Odesa I.I. Mechnikov National University*
*(Odessa)*

**Abstract.** The article is dedicated to modern teaching methods of studying the Ukrainian language as a foreign language. We will focus on audiolingual and audiovisual teaching methods for studying the Ukrainian language as a foreign language. They deserve a detailed presentation. The mentioned methods are modern and rather specific from a number of other methods using the latest technologies and achievements.

The value of audiovisual and audiolingual teaching methods of foreign language implies the fact that, alongside with the general intensification of the educational process, the present methods create specific conditions that are, to some extent, close to natural conditions in which natural language situations occur.

In the article, six stages of work with the audiovisual method are described with purposes and details. Therefore, in spite of the increasing popularity of the audiovisual method, it is too early to say that its theoretical foundations have already been developed and formulated, and the weak spots have been finalized. Further work has to be conducted in the theoretical and practical terms to prove what place audiovisual method should take in our learning environment of foreign languages teaching.

**Keywords**: *Ukrainian language, methods, audiovisual, audiolingual, foreigners.*

## Introduction

Teaching methods represent quite a difficult pedagogical category, due to which the basic functions of the educational process are accomplished: they are pedagogic and educational, developmental, incentive, control, etc. Analysis of methodological literature allows us to say that both in didactics and in the methodology, teaching methods are distinguished and systematized in different ways.

Such authors as S. Chavdarov. V. Masalsky, E. Dmitrovsky affirm that teaching methods of the language are the interlinked ways of work between teacher and students, through which the tasks of the educational process are carried out. V. Onyshchuk assumes that teaching methods represent the order of the interrelated types of activities for teacher and students and teaching approaches, with each approach being a system of actions and operations determined by the appropriate logic. L. Fedorenko points out that language teaching methods are methods of research work that results in working patterns of students with the assistance of specially selected studying linguistic material.

The scientists I. Oliynyk and O. Bilyaev determine that language teaching methods are entirely unified function of teacher and students, aimed at acquiring language knowledge, skills and abilities, and at cognitive practice organization. I. Lerner takes for basis the peculiarities and degree of cognitive practice of students and distinguishes the following methods: explanatory-illustrative, reproductive, problematic presentation, partial search, research [4].

In this article we will focus on audiolingual and audiovisual teaching methods for studying the Ukrainian language as a foreign language. They deserve a detailed presentation. The mentioned methods are modern and rather

specific due to the use of the latest information technologies.

Modern methodical literature features more and more research works that describe the possibilities of using audio methods for teaching foreign languages. Such well-known methodologists as O. A. Gromov, T. Yu. Vennieri, G. Borgium and J. Ferson paid considerable attention to this issue. Though, unfortunately, the presentation of the actual situation regarding the ways of the present problem solving does not always shows a full range of possibilities of such a teaching method.

The value of audiovisual and audiolingual teaching methods of foreign language implies the fact that, alongside with the general intensification of the educational process, the present methods create specific conditions that are, to some extent, close to natural conditions in which natural language situations occur.

The researcher and philologist Sokil B. M. from Lviv gives the following description of the stated above methods [5]. The audiolingual method involves mechanical acquisition of the material, that is, multiple listening to records and pronunciation of speech structures and speech models [2, p. 101]. The basic rules of this method determine the following:

a) the language acquisition is based on the acquisition of speaking skills;
b) the language is implemented in the oral form;
c) we have to teach the language, not the rules about the language;
d) languages differ in their structure;
e) skills must be automated to the level of their practicing without involving consciousness;
e) automation of skills takes place in the process of training through repeated repetition of speech models [5, p. 15].

The audiolingual method applies the following basic methodical techniques:

a) practical orientation of learning. The implementation of this guideline involves studying the sound system of the language on the limited lexical material, mastering new language models by analogy with the old ones, getting familiar with the culture of the people whose language is being studied;
b) principle of oral advancement. Any quantity of material must be verbally studied at first;
c) principle of working on models. The purpose of this approach is that the student must learn to build phrases according to the samples, and the relevant skills are formed as a result of consecutive repetition of models and speech samples up to their full automation;
d) principle of native language consideration. Education is built with the fullest possible consideration of the possibilities given by the native language;
e) maximum use of technical means of training [5, p. 16].

The audiovisual method involves language learning in a short time on a limited lexical and grammar material that is inherent to the spoken language. Particular attention is paid to studying basic structures and words that are used most frequently. The subject of study in the audiovisual method should comprise models of verbal and non-verbal activity [3, p. 83].

The main methodical techniques in the audiovisual method are:

1) the principle of spoken language basis;
2) the principle of oral advancement;
3) the principle of functionality;
4) the principle of globalization;
5) the principle of visual-sound synthesis.

The working technique on this teaching method is carried out according to the following guidelines:

a) consideration of drawings from a certain topic group, listening to phonograms and acquisition of their meaning;
b) repetition of the phonogram, working out sounds, intonations, paces, accents;
c) situative role-play based on the considered drawings, asking questions and answering questions, applying different situations from life [5, p. 16].

A contemporary Mykolaiv scientist Philipieva T.I. notes that audial methods reflect the language as a set of structures. Their essence is the presentation of the language through the finished structures and their learning through the technical means of teaching. For the audiovisual method, the

maximum loading of the visual channel is the reception of information simultaneously with the auditory, which is achieved by displaying "pictures" during a sound acoustic stimulation. Due to this, stable associations are expected to be formed and, consequently, automation in mastering the structures of language, reproduced even when one of the incentives (visual or auditory), and subsequently removed one by one [6].

According to Philipieva T.I. and Tomko Yu.V., both audio-lingual and audiovisual methods are very intense. They require many hours of training both in the presence of the teacher and during independent training with the help of technical means. The purpose of learning is to master the "alive" language. The dominant ability, at which development all efforts are taken, is speaking. Intensity in timing, use of technical means of training, repetition of the material allow to gain quickly a certain level of skills development [6].

The audiovisual method has been widely applied in England, Canada, Turkey, Mexico, and Poland. It is applicable mainly to foreign language courses. By this method language is studied during 3 - 3,5 months with 20 class hours per week (the whole course of training is 250-300 hours). The ultimate goal is to use a foreign language as a means of communication in everyday life [2, p. 39].

Today, methodologists retain the audial methods to be not basic, but secondary ones. The audiovisual methods are a good way to solve a phonological problem, since they are based on listening to audio and playing their own spoken foreign language; moreover they are designed to develop such skills as understanding the principles of functioning of the auditory and speech apparatus, ability to analyze the pronunciation of both the native speakers and their own ones, as well as the differences between them, possibility of normal and full comprehension of the foreign language, improving accent.

But, unfortunately, these methods do not allow to express correctly proper thoughts in the modern foreign language without the occurrence of difficulties of psychological nature. Criticism of these methods emphasizes impossibility of in-depth penetration into the language structure in a similar way: the technology of the laboratory of oral speech allows us to assimilate a rather limited, and therefore monotonous set of exercises, targeted at, primarily, reproduction (and not production) of familiar language structures. In the development of abilities, there is also an excessive deviation toward speaking, while reading and writing remain on the periphery and are introduced only at an advanced stage of learning. As for listening, it does not find consistent development just like a skill: with all the restart of the auditory channel, listening is more likely to be a means of achieving the goal, but not the goal itself.

Today, these methods occupy a significant place in the methodological base of higher education. Western Europe, US and Canadian higher education institutions are increasingly turning to audio techniques, taking into account their benefits, first of all, the productivity and speed of the material acquisition. The problem remains the use of well-designed structures in live speech. In this case, the communicative method, which tends to practice already known structures, serves as the foreground. Unfortunately, due to the weakness of the results and, more importantly, the criticism of some methodologists in learning the language as a set of habits, the audiolingual method is rarely used today as the main one. However, some elements of this method are still found in textbooks. That is, methodological developments and further research on this topic are still relevant and require careful consideration [6].

Researchers from Kharkiv A.O. Borisova, V.O. Arkhipova and A.O. Kolesnik describe six stages of work with the audiovisual method [1]. They are preceded by a preparatory stage for the class coordinator. During this stage, the teacher selects the appropriate training material. In the meantime, the selection or, just in case, the production of the accompanying phonogram is carried out. In addition, a special series of exercises is developed for the best fixing of the studied material and the question of how to reproduce the working phonogram is solved.

*The first stage* in terms of the processing nature of linguistic material is purely receptive. The purpose of this stage is to achieve meaningful perception by the students of audial material and visual means representing a certain plot.

*At the second stage*, there are several other methodological tasks: here students begin to learn the language material actively. Nothing is projected on the screen, only the accompanying phonogram is played. One of

the most common exercises at this stage is uttering pauses in the reproducible linguistic material.

*The third stage* has the purpose of consolidating the most primary learned language material. At this stage there is no audial support on the phonogram. The most typical exercises of this stage are completion of incomplete sentences; transformation of elements of sentences or phrases; construction of phrases from simpler elements; substitution of the language model of some lexical elements instead of others; translation from mother tongue to foreign language, etc.

*The fourth stage* in its nature is observational. In the methodological terms, this means repetition and further consolidation of the previously studied material during the first three stages. It is properly this stage that features elements of spontaneous speech that begin to be produced in their original form.

*At the fifth stage*, the whole cycle of work on the story episode and the accompanying phonogram is completed. The peculiarity of this stage is that this time neither a phonogram nor a plot is reproduced. For realization of this stage the teacher conducts specially developed series of exercises, with the help of which it is possible to recreate language situations that are very similar to the topic material, worked out at the previous stages of the lesson.

*The sixth stage* is somehow distant in time from the previous five, since students have to work independently in educational laboratories equipped with computers. The main educational material is the phonogram specially prepared for independent work.

## Conclusions

In spite of the increasing popularity of the audiovisual method, it is too early to say that its theoretical foundations have already been developed and formulated, and the weak spots have been finalized. Further work has to be conducted in the theoretical and practical terms to prove what place audiovisual method should take in our learning environment of foreign languages teaching. But now it can be affirmed that there are prospects in this field [1].

Consequently, it can be concluded that for the teacher it is now urgent to improve continuously personal knowledge about the methods of teaching foreign languages, to introduce the latest educational ideas in their own teaching practice and to develop effective methodological views on learning.

## References

1. Borisova A.O., Arkhipova V.O., Kolesnik A.O. Audio-visual method as a means of solving the problem of mastering foreign language spontaneous speech [Electronic resource] // Access mode: http://www.rusnauka.com
2. Gez N. I. History of Foreign Methods of Teaching Foreign Languages / N. I. Gez, G. M. Frolova. - M .: Academy / Academia, 2008. - 256 p.
3. Kapitonova T.I., Shchukin A.N. Modern methods of teaching Russian to foreigners / T. I. Kapitonova, A. N. Shchukin. - M .: Russian language, 1987. - 230 p.
4. Methods and techniques of learning the Ukrainian language [Electronic resource] // Access mode: http://grinch-home.at.ua
5. Sokol B. Methods of studying the Ukrainian language as a foreign language and their characteristics / B. Sokil // The theory and practice of teaching Ukrainian as a foreign language. - 2007. - Vip. 2. - pp. 14-18.
6. Philippeva T. I., Tomko Yu. V. Modern methods of studying foreign languages on an audio basis [Electronic resource] // Access mode: http://fif.at.ua.

# CYBER SECURITY, PROVIDING EVIDENCE IN CYBERSPACE AND SEARCHING FOR AND SECURING DIGITAL FOOTPRINTS

*Markéta Brunová*
*Doctor of Law, Philosophiae doctor,*
*University of Finance and Administration Prague*

**Abstract.** This article analyzes cyber security with regard to the occurrence, detection and provision of digital cybercrime, for the purpose of risk analysis to ensure the security of information systems and communication technologies. It briefly presents the process of risk analysis in the cyber security process, new trends in digital tracking, digital tracking issues in practice, and cybercrime detection.

**Keywords***: Cybernetic security, risk analysis, occurrence, types, search, securing the digital traces, evidence, cybercrime.*

## Introduction

The obligation to create and operate a secure information system can be imposed by different legal regulations, but it can also happen based on our own decision if (in fewer cases) it does not explicitly follow from the legislation. Different legislation defines different requirements. In all cases, however, at the beginning of this iterative, never-ending process, at the outset, a risk analysis is being carried out during cybercrime assurance.

### Risk analysis in the process of providing cyber security

The control of cybercrime is linked to the possibilities of new technologies and hence the possibilities to abuse them; it also limits the possibilities that these technologies provide in detecting, investigating and preventing this type of crime. It follows that the process of controlling cybercrime is a continuous process that lasts as long as there are assets to be protected. The whole risk management process, from the identification and risk analysis to risk reduction methods, can be illustrated [1, 2].

Preventive security measures include tools for detecting possible cyber-attacks as well as tools to detect defects or malfunctions in the system to provide evidence of digital footprints. These traces have a dual meaning: they serve to detect the perpetrator and prove his criminal activity, but at the same time they are a feedback source for additional security measures.

From the point of view of evidence, the most important tools for us are the storage of information about users' and administrators' activities, the functioning of technical and program components, and the collection and evaluation of cyber security events. Very important is the question of the demonstration that the trace was located in a certain place and that it was not modified in any way from the process of its provision until the termination of the expert examination [1].

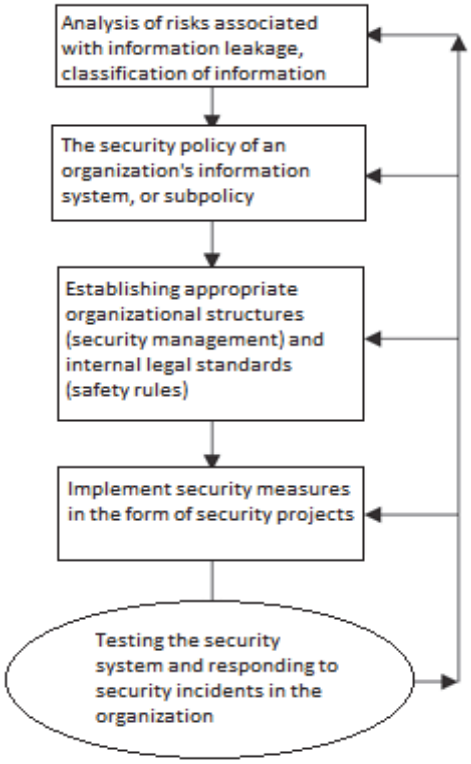



Fig. 1 Risk analysis in the process of their management (Smejkal, Rais 2013)

Digital tracks are found in computer systems and on data carriers, or anywhere in cyberspace. Their properties are in particular:

a) immateriality of digital footprints, b) digital footprint latency, c) time traceability of digital tracks, resp. manipulability with time in computer systems, d) information value of digital traces, e) very low service life of digital traces, f) preservation and quality of archival records, g) large volumes of digital data, h) high data density of digital records, i) dynamics of digital technology development, j) dynamics of information systems activity, k) complexity of the environment, l) large geographic range of digital footprint space, m) availability of quality digital data protection, n) automation options for identifying digital traces, o) the possibility of changing the identity of the culprit in cyberspace, p) digital footprint recovery, q) problem with the originality of digital footprints, r) distrust of the power of digital traces [3, 4].

**Search and secure digital footprints of cyber crime**

Determining the current methods of providing computer (digital) traces is of great importance for the subsequent investigation of these tracks and their probative value. The search and provision of information is derived from the basic categories of computer tracks [5]:

1. technical,
2. data.

The technical footprint is a track that can be seen directly and can be reached. These are computer sets, peripherals, and other techniques. The data track is one of the most demanding forensic tracks in the assurance process. The principle is that there is no digital footprint without the technical footprint. A very special circle of digital traces are data traces in network communication or data in information systems.

The digital footprint is relatively stable, which is directly related to the fixation of information - that is, by providing tracks. From the point of view of the noticeable value of computer tracks, we can divide them into:

1. providing technical traces,
2. providing data traces,
3. providing information from communication or information systems in the form of data.

In providing technical digital stops, we provide a technique that mainly includes all electronic, mechanical, and other computer components or peripheral components connected to them. In order to provide data traces, we must first find their carrier. The data carrier is a certain technical device capable of carrying the data. It follows that data cannot be secured directly without their

carrier. However, we cannot exclude cases where we are able to secure the data by converting data from one carrier to another without the original carrier being secured.

We can secure the data if we know this information:

1. the method of storing (recording) data,
2. the retention period,
3. process of retrieving data [6].

**The method of preservation** is the technical data recording solution where some of the properties of the material used for storing data on the carrier are used. We distinguish:

1. mechanical mode,
2. electromagnetic mode,
3. thermal mode,
4. electronic mode,
5. another way of recording.

**The retention time** is based on the ability to maintain information in time and on the electronic properties of the carrier. The information carrier may retain the data:

1. permanently,
2. temporarily.

A carrier with the ability to permanently maintain data is such a carrier that retains the data from the time the data is recorded until it is removed, deleted, or destroyed. A carrier with the ability to temporarily retain data is a carrier that stores the data under conditions that are important to its operation - e.g., memory that is capable of retaining data only for the duration of the power supply, data packet in the Internet, cache.

**Retrieving data** is the way we are able to:

1. develop data,
2. decode data.

In order to retrieve (read) data from a carrier, we need to know the type of communication with the carrier and the organization of the data. Organizing data on a carrier is important for decoding, recognizing, and securing data. Recall is also necessary for the data itself.

Decoding is an activity in which data from a data carrier is obtained through a precisely defined process of information stored there by a user, system, or other object whose property is reflected in the information. The data protection and technique system is related to the invocation and decoding. This includes in particular physical, communication, operational (system) and personnel protection of data or technology.

**New trends in digital tracing**

From the point of view of the current trends in the field of criminology related to the research of digital tracks, these areas are often visible:

- proof of the integrity of digital evidence,
- the possibility of exploring them from the point of view of their origin,
- researching portable devices such as PDAs, mobile phones, etc.,
- the issue of data decryption,
- the issue of steganography.

Cohen and others deal with issues of forensic aspects, especially portable electronic devices, CD media, and electronic communications. In nine chapters, the book focuses on MP3 Forensic, obtaining relevant information from CD and DVD media, forensic analysis of email headers, palmtop, iPod and other devices [7].

Another extensive 300-page publication focuses very closely on all aspects of obtaining criminal information from CDs and DVDs. These discs are routinely provided during house searches, and may include financial records, child pornography, etc. The authors discuss the possibilities of finding a media connection between a particular mechanic, finding the date when the medium was created and others [8]. Carvey discusses the possibilities offered by the most widespread operating system in terms of forensic science. Individual chapters concern issues such as disk space swap analysis, registry analysis, directory and file analysis and their structure, and analysis of executable files [9].

Casey deals with the issue of the admissibility of digital evidence in the courtroom, analyzing systems from a criminological point of view, whether based on Windows, Linux, UNIX or Macintosh, networking issues from the point of view of forensics, and specific examples of cybercrime investigations [10]. Kipper created one of a handful of narrowly specialized publications focused on various types of computer and other networks. The author deals with Personal Area Networks such as Bluetooth, InfraRed, Wireless USB as well as WiFi and other technologies, including mobile networks, especially in relation to SMS analysis [11].

Proof of Integrity: This is a way to prove whether a file, whether in the form of an attachment in an e-mail or for example burned on a CD medium, has not been altered since it was created by the user. The issue of

data authenticity is of interest to police and other authorities in criminal proceedings, not only for the purposes of proving the defendant, but also if, for example, part of the criminal file contains records of wiretapping or camera systems in electronic form. In this case, the authenticity of these data, such as the already mentioned MD5 sum, whose value can be written in the written material, must also be confirmed.

**Steganography**

Another problem with digital data is the possibility of hiding them using steganography. Steganography, unlike cryptography, does not encrypt the data, it merely changes their appearance at first glance. For example, accounting data, criminal group communications, or terrorist plans may be hidden in an innocent text, image, or audio file. Data is generally unencrypted, instead it is hidden in front of the user. But this does not prevent the user from encrypting the data before he steganographically conceals them, in case someone deliberately or accidentally during the data transfer reveals the true meaning of the transferred files [12]. In our literature the problem of steganography was described by [13].

**Authenticity of the data**

EXIF (Exchangeable Image File Format)[1] is a type of metadata specification that stores digital cameras in the image header. From these data, the following can be read:

1) date and time of capture,
2) brand and camera model,
3) camera settings, i.e. aperture, time, ISO sensitivity, focal length, flash usage information, camera orientation information, and so on,
4) preview of the image - because modern SLRs can capture an uncompressed image of tens of megabytes, a thumbnail image of about 10 kilobytes is stored in the header to speed up thumbnail viewing in the camera without having to open the original file,
5) in some cases, in conjunction with the GPS, you can also save the location where the picture was taken,
6) information about the author (this information allows you to insert a graphic program additionally but for some cameras you can already save these data in the settings and they will be added to each frame).

**The problem of accepting digital footprints in legal practice**

Digital traces in the role of evidence are not always accepted by courts. There is no wider awareness of their possibilities, characteristics, reliability, evidence, and consequently of their practical use. Uniform methodology for searching, securing, analyzing, and documenting digital footprints has not yet been developed. On a national and international scale, these procedures are researched and being developed intensively.

The open questions is also the preparation of forensic specialists, their certification, as well as the issues of ensuring standardized and certified HW and SW funds, financing. The cooperation of state and private organizations in the field of digital footprints remains problematic. The absence of uniform methodologies and standards makes it difficult to effectively exchange digital tracks between different bodies and expert teams of forensic workplaces [14].

A number of security incidents of an informational character that occur in the private sphere, in the environment of various institutions, will not reach the state institutions at all. For commercial institutions where internal security incidents have occurred, in a competitive environment, the disclosure of any sensitive information threatens to mean the losing of confidence from customers (banks, insurance companies, telecommunication companies, etc.). Investigations are conducted internally or with the help of specialized external private security or audit firms. Then there is also lack of professional publicity, sharing causes, ways of dealing with critical situations, passing on knowledge and experience. In extremely rare cases, investigations are handed over to state institutions [15]. If this occurs, then with a relatively long delay. Without mutually accepted standards, it is problematic to verify the credibility of the secured and further transmitted digital traces between different expert workplaces and authorities.

The features of digital traces further predict all the procedures and methods that need to be applied consistently when searching, securing, documenting, and analyzing digital tracks.

[1] EXIF was designed by the Japanese JEIDA Industry Association, version 2.1 was established in June 1998. Version 2.2 in April 2002. Currently no one officially manages the standard and it is not further developed. This is due to inconsistency and also to the fact that EXIF itself is only supported in JPEG and TIFF images. Other image formats, such as RAW, also store these data but differ from each manufacturer.

Considering the qualities of digital footprints, we can not only effectively conduct forensic investigations in the area of information and communication technologies but also implement very effective prevention or in a real ICT environment to set such conditions that the following forensic activity will meet all our professional expectations [3].

**Possibilities of interpreting traces in the evidence process**

The issue of probative value is discussed in ENFSI expert groups, particularly in recent years, very intensively. It is interesting to note that the probative value of the forensic footprints, in this case the microtraces, was already dealt with by Růža, who points out that the answer to the question of the probative value of the microstraces must be formulated only in the sense of the probability of the information of them obtained by the actual story of the investigated criminally relevant situation [16]. This statement is of great importance and concerns the issue of digital footprint interpretation in the evidence process [17].

## Conclusions

1. The cyber security policy must have a guarantor responsible for the maintenance, operation and updating of security systems and networks in accordance with a tightly defined review process. In order for this basic preventive measure to be effective, a regular review of established procedures - security policy compliance - must also be part of the safety management process.

2. The security policy of an information system may be a subset of a superior security policy of information or even an organization's security policy. It is a declaration of the principles and procedures that the organization has established. The security policy of the information system is a set of standards, rules and procedures that define the way confidentiality, integrity and availability of classified information and the responsibility of the user, security administrator and the information system administrator for its operation in the information system are to be ensured.

## References


1. Smejkal, L., Rais, K. Řízení rizik ve firmách a jiných organizacích. 4. aktualizované a rozšířené vydání. Praha: GRADA, 2013. ISBN 978-80-247-4644-9.
2. Porada, V., Smejkal, L. Preventivní opatření snižujících riziko kybernetické kriminality. In Sborník konference „Bezpečné Slovensko a Európska únie“. Košice: VŠBM, 2018.
3. Porada, V. et al. Kriminalistika. Brno: CERM, 2001
4. Porada, V., Straus, J., 2012. Kriminalistické stopy – Teorie, metodologie, praxe. Plzeň: Aleš Čeněk. ISBN 978-80-7380-396-4.
5. Kothaj, L. Některé zvláštností vyšetřování počítačové kriminality ve vztahu ke kriminalistické počítačové expertize. Praha: PA ČR, 1998.
6. Kothaj, L., Porada, V. Zajišťování kriminalistických stop počítačové kriminality. Bezpečnostní teorie a praxe, 2005, p. 95-105.
7. Cohen, T., Schroader, A. Alternace Data Storage Forensics. New York: Elsevier 2007.
8. Crowley, P., Kleiman, D. CD a DVD Forensics. New York: Elsevier, 2007.
9. Carvey, H. Windows Forensic Analysis. New York: Elsevier, 2007.
10. Casey, E. Digital Evidence and Computer Crime. New York: Academic Press, 2004.
11. Kipper, G. Wireless Crime and Forensic Investigation. London: Auerbach, 2006.
12. Hosmer, C. Proving the Integrity of Digital Evidence with Time. International Journal of Digital Evidence. 2002, n. 1.
13. Smetana, M., Penkala, P. Steganografie. Kriminalistika, 2006, č. 4, s. 246-251.
14. Porada, V., Svetlík, M. (Eds.) Digital forensic forum Prague 2007. Praha: Institute of criminalistics and forensic science, College of Karlovy Vary and Risk analysis consultans Computer, Forensic Institute, 2008.
15. Straus, J. a kol. Úvod do kriminalistiky. 2. vydání. Plzeň: Vydavatelství a nakladatelství Aleš Čeněk, 2006.
16. RŮŽA, J. Mikrostopy. Praha: Kriminalistický ústav VB, 1983.
17. Smejkal, V., 2017. Analýza rizik jako nástroj prevence kybernetické kriminality. In: Bradáč, A, Křižák, M. (eds.). Sborník příspěvků XXVI. mezinárodní vědecké konference Expert Forensic Science 2017. ÚSI VUT v Brně: Brno, p. 504 - 515. ISBN 978-80-214-5459-0.

# LOCAL GOVERNMENT AND LOCAL SELF-GOVERNMENT IN EASTERN EUROPEAN STATES

***Ihor Mykhaylyshyn***
*Ph.D in Law,*
*Associate Professor at the Faculty of Law,*
*Uzhhorod National University*

***Peter Trachuk***
*Ph.D in Law,*
*Professor of the Department of Administrative,*
*Financial and Information Law,*
*Uzhhorod National University*

**UDK 342.25(4-11)+342.55**

**Abstract.** The article examines the theoretical and methodological approaches to the analysis of local self-government in Eastern European states. Based on the analysis of local self-government in the states of Eastern Europe, due consideration is given to the issues of the establishment of democratic states, its historical backgrounds and the development of civil society. The issues of regionalization as an extreme form of a decentralized unitary state are brought to attention. The objective factors concerning the relationship between the state and the local government on the subject of economics and financial support are reviewed.
**Keywords:** *local government, self-government, democratic state, civil society, regionalization, decentralization, financial support.*

## Introduction

The global process of the forming and developing of state organization and local self-government was quite lengthy and contradictory. As a result of centralized state formation there has been the so-called “split within public authority” divided into two systems of social organisation: the state - centralized, and the municipal (local) - decentralized.

It is common knowledge that, in the process of evolution of society, public authority materializes as institutions arising from the needs of social development. It takes form of local or "municipal" power, which originates from the times and conditions of administrative and territorial reforming of cities and other types of communal and tribal settlements. Alongside with the process of creating the state, there was the formation of law – through the transformation of customs and traditions, giving the regulatory and legal nature of court decisions, as well as the practical consolidation of normative acts of local authorities that are binding on the instructions of officials. Moreover, this process was carried out both at the state (centralized) level as well as the level and within the limits of local self-

government (municipal government). In addition, the formation of local government systems was often associated with two distinct social problems: on the one hand, the so-called “vertical” organization of state power, and on the other, its interconnections with various urban and rural communities and the local population of various settlements. There were the circumstances that determined the author’s interest in a comparative historical and legal research of the process of formation and development of Eastern European municipality.

**Current state of research.** Some aspects of theoretical and methodological approaches to the analysis of the nature of local government and self-government, the formation of local government in Eastern European countries were studied by such scientists as Avakyan S.A, Mozokhin A.G, Cherkasov A.I, Vydrin I.V, Kokotov A.N., Ivanov V.I., Kutafin O.E., Fadeev V.I., Yeremyan V.V., Barabashev G.V., Novikova S.S., Tranin A.A. and others.

The aim of the article is to study the issues of the organizational and legal foundations of the organization and activities of local government and self-government in the states of Eastern Europe, theoretical and methodological approaches to the comparative analysis of the nature of local government and self-government.

**Research results and discussion**. Before turning to the analysis of the institution of local self-government in Eastern European states at the present stage, it is necessary, in our opinion, to show the historical backgrounds of not only the establishment of democratic states, but also their current sociopolitical status.

The collapse of the Soviet block in 1989 was the "detonator" of revolutions and systemic reforms in the countries of Central and Eastern Europe. As a result, in the late 1980s - early 1990s for the third time in the twentieth century, the direction of the social development of these countries had changed: civil uprisings for the revival of human rights and freedoms destroyed the system of “real socialism” and initiated liberal and democratic changes [1, p.66]. The specifics of these transformations were the deepening of the processes of a democratic society, which found expression, firstly, in the rejection of communist stereotypes and, secondly, in the ever-increasing participation of citizens in the management of state and public affairs. [2, p.57].

Social transformation in Eastern European states has shown that overcoming the socialist past is in many cases accompanied by a return to pre-socialist norms and values, breaking public relations of the time and the formation of new ones. All this is reflected in the constitutional acts of the studied states. The leading positions in the results of economic, political and state reforms are occupied by Hungary, Poland, the Czech Republic and Slovakia. These countries can be characterized by common approaches to the formation of new international relations, an orientation toward Western military and political alliances, integration into pan-European structures, resulting in the admission of these countries to NATO, and in May 2004 to the European Union. Such Eastern European states as Bulgaria and Romania, although they contain new signs of social development, are still overcoming the economic and political crisis and stagnation. However, in the light of the prospects of rapprochement of these states with the European community, the issues of organization and formation of management (at both state and local levels) become actual theoretical and practical problems. Local government in the post-socialist states of Eastern Europe is inextricably linked with the processes of establishing a democratic regime, resulting in the formation of a new legislative framework, governing the organization and activities of the municipal institutions of these states. A common problem for all countries in this region is “a very difficult problem of determining the powers of local self-government with central authorities and departments representing interests in the territory of local communities” [3, p.164].

However, it seems obvious that each Eastern European state, relying on historical and national characteristics, builds its own model of local government, the methodological basis for which is the European Charter of Local Self-Government in 1985.

The Institute of Local Self-Government has found consolidation and regulation in almost all of the new Basic Laws of the post-socialist Eastern European states. So, in art. 2 of the Bulgarian Constitution, adopted on July 12, 1991 by the Great People’s Assembly, states that the Republic of Bulgaria is a state with local self-government [4, p.394]. “Territorial

self-government is the main form of organization of public authority on the local level," is provided for in Art. 70 of the so-called Minor Constitution of the Republic of Poland (Constitutional Law "On Mutual Relations between the Legislative and Executive Authorities of the Republic of Poland, as well as Territorial Self-Government), adopted on October 17, 1992. The current Constitution of the Republic of Poland, adopted by the National Assembly on April 2, 1997, on territorial self-government to which Section VII is dedicated [5, p.716]. In Hungary, unlike other countries of Eastern Europe, the principle of continuity of the Constitution can be traced, which operates even when one social system is replaced by another. Thus, at present, the Constitution of 1949 is in effect in the Republic of Hungary, as amended in 1989, with subsequent amendments and supplements, in which Law LXI "On Local Government" of 1990 included Chapter IX "Local Self-Government Bodies". Under local government, in accordance with paragraph 42 of the Hungarian Constitution, is described as: "an independent, democratic decision of local public affairs concerning communities of voters, the exercise of local administrative authority in the interests of the population" [6, p.539]. The Constitution of the Czech Republic of December 16, 1992, which was developed and adopted as early as the Czech Republic became part of the Czechoslovak Federal Republic, in Art. 8 establishes the principle of territorial self-government, using, in the fair opinion of S.S. Novikova, "both the positive experience of the post-war development of European democratic states and the experience of "pre-Munich Czechoslovakia"", other historical traditions of self-government in Czech lands [7, p. 497].

The Constitution of the Slovak Republic of September 1, 1992 imparts great importance to issues of territorial self-government, evidenced by the fact that Chapter 4, devoted to self-government, follows Chapter on rights, freedoms and economics, but precedes Chapter on legislative power. It seems that the legislator thus "makes an attempt to unite the individual with significant rights and freedoms, public authorities (in the person of local self-government) and state power" [7, p.109].

It should be noted that the concept of local self-government is not used with the basic laws of Eastern European states in mind only in the Romanian Constitution of November 21, 1991. However, an analysis of the provisions of Section 2 of Chapter V gives grounds to conclude that the term "local autonomy" used by the Constitution is identical in meaning to the concept of local self-government [8, p.5].

The institution of local self-government is one of the aspects of the manifestation of the constitutional principle of power separation, recognized in the Constitutions of democratic states as a fundamental principle of the organization and activity of the state mechanism. Thus, according to Article 8 of the Constitution of the Republic of Bulgaria, the state power is divided into legislative, executive and judicial. The same norms are established in the Constitution of the Czech Republic (Art. 2), the Republic of Poland (Art. 10). In the Constitutions of Romania, Hungary and Slovakia, the principle of separation of powers is only implied, although separate chapters (sections) are devoted to regulating the status of each state body and their competence is clearly designated.

According to Kenneth Davey, a professor at the University of Birmingham, the term "local government" in the post-socialist countries of Eastern Europe was used repeatedly to "distinguish between local democracy and local administration on behalf of the central government", and the original local government legislation was mainly aimed at "ensuring the political autonomy of local self-government and the separation of the state parties where the previous system of national committees was reliably implemented"[9, p.83].

At the same time, "autonomy" is considered by K. Davey as the ability of local representative bodies to make independent decisions regarding the management of local services and influence the development of local economy. "This finds a place, at least in three measurements: 1) the amount of power with which local authorities are vested; 2) the adequacy of their resources to fulfill these responsibilities; 3) the extent of their discretion in the exercise of their powers and the disposal of their resources.

These measurements are interdependent. A large amount of authority on local development planning does not really give much autonomy, if budgets in general seem to be inadequate and decisions at the local level are substantially limited to decisions at the state level. There are also trade-offs that are

placed on local bodies of responsibility, such important issues as education, health and social welfare, expand local discretionary law, on the one hand, and diminish it on the other. This reinforces the influence at the local level in relation to the relevant services of greater importance, but the price of this and the pressure to support and maintain national standards usually ends with increased control from central authorities and depends on financial flows.

One cannot but agree with the opinion of I.A. Alabastrova, noting that the transition to a new concept of local government organization in Eastern European countries occurred, unlike many other aspects of reforming their political systems, relatively calm and painless, which seems completely natural. “The organization of local authorities in the form of self-government is most relevant to the tasks of forming a social market economy and a legal state, democratization and decentralization of management processes” [10, p. 5].

Thus, decentralization is the main political content of the functional characteristics of the institution of local self-government in the modern states of Eastern Europe. It is decentralized government that is a necessary condition for the democratization of state power and society as a whole. Therefore, it seems that one of the features of the formation of municipal systems in these states is its close relationship with civil society, which combines the common interest and responsibility on the one hand, the local population, and citizens of a particular state - on the other.

Since the second half of the twentieth century, in European constitutional and municipal law “the problem of decentralization has become particularly pronounced in connection with regionalization” [11, p.88].

In the domestic doctrine there is an opinion that regionalization is not decentralization, since at the regional level there is no real possibility to single out “regional local affairs” that would differ from national affairs traditionally owned by the state. Thus, according to F.P. Benoit, “decentralization does not directly affect the state; regionalization transforms it, transfers part of the rights of centralization to the level of regions”[11, p. 89]. Thus, regionalization restricts centralization by moving power to the field.

In the modern world, signs of regionalization are most distinct in the European Union. The single market assigns domestic EU regions to play a more active and independent role in foreign economic relations. At the same time, the process of liberation of regions from strict control by national governments is observed. Also, the idea to introduce the principles of federalism in all European states, including the unitary ones, is being strengthened. The single market is gradually forming a new economic geography of Europe, which is no longer determined solely by national borders [12, p.145]. The regional component starts to play an increasing role in it. In addition, the activities of the Committee of the Regions of the EU, as well as the Congress of Regional and Local Authorities of Europe under the auspices of the Council of Europe and the various interregional assemblies of the regions of these states, which have their permanent forum, through which their attention can be taken into account at the European level and receive the widest resonance. So, for example, in the framework of the aforementioned Congress, the European Charter on Regional Self-Government was actively developed, by analogy with the European Charter of Local Self-Government.

Strengthening supranational federalization comes to the fact that the states, their components, in fact, share part of their sovereignty with supranational bodies (including issues of financial policy, customs barriers, tariff regulation of foreign trade, etc.).

The process of regionalization greatly stimulates the debate on federalization in European countries. In many of them, in recent years, the regions have been demanding and seeking the legal consolidation and actual granting of much greater terms of reference and competence within the state, regarding financial, tax and budgetary issues, as well as the right to enter the international arena. This led to the fact that the most important characteristic of the current stage of development in Europe is the growth of trends towards regional autonomization and federalization of unitary states. In connection with the strengthening of regionalism with a new ideological content, the principle of subsidiarity, which underlies the internal structure of the EU, begins to form. The EU accession process gives a big impetus to the

development of regionalization in the countries of Eastern Europe, since interregional cooperation (both in the form of Euroregions, as a whole) is called the most powerful everyday tool. Moreover, regionalization in these countries is developing in parallel with the ongoing sociopolitical changes.

Thus, it can be stated that practically all signs of a regional state are inherent in Eastern European states, which is considered as “a state created under the condition of political and territorial regional reform, as a result of which the entire territory of a unitary state is subdivided into large administrative units with independence in political and legislative fields, as well as the right to self-organization ” [13, p.302].

Recently, in the countries of Central and Eastern Europe, there has been a rather serious social transformation: “... a rapid increase in national consolidation, which characterized these countries and was associated with the ideologies of “ national liberation ”and“ returning to the European family of nations at the stage of the collapse of the bipolar system, and seems to have fulfilled its historical purpose. As the “liberation” occurred completely and irrevocably, and the “return to Europe” is in full swing, the level and intensity of national consolidation in these countries are significantly reduced. The acquisition of national identity in these countries is replaced by an awareness of its common European identity, and the existing set of European ideologies gradually begins to play an increasingly important role in public opinion in Central and Eastern Europe” [14, p.70].

The strengthening of the role of the regions in the Eastern European countries is happening, in our opinion, through the formation and development of local and regional self-government. The process of the formation of local self-government and its ascension to the regional level is presented as one of the most characteristic features in the dynamics of domestic political development in Eastern European states. The consequences of this process are, on the one hand, consolidation of local communities, which begin to feel like an autonomy with their own closed identity, and on the other hand, the managerial elites of these local and regional communities. According to the tendency, the role of the central authorities and the state as a whole is gradually transforming in their eyes from a defining dominant to a kind of general superstructure, which is intended only to correlate some basic processes (defense, basic monetary policy and some others) and local and regional communities implement on their own.

The processes of decentralization of power and management, strengthening of regional identity stimulates the regions in question to independently enter the external arena. The problems that the regions, as a rule, solve on the external arena directly among themselves, bypassing the state, include issues of cultural cooperation, exchange of experience in day-to-day management, issues of foreign trade in goods and services produced in these regions, as well as the search for investments for large regional projects.

It seems necessary to emphasize. that the European ideological environment allows the regions to carry out such external relations both within the framework of direct neighborhood, cross-border cooperation, and at the pan-European level. An important incentive for the external activity of the regions of Eastern European countries are the presenting opportunities for receiving financial support directly from EU structures and funds.

The institutionalization of regional autonomy, as well as the introduction of forms of self-government to the regional level, is also very important for the development of regionalism in Eastern European countries.

Thus, in Hungary, self-government at the regional level was introduced immediately after the collapse of the socialist regime at the turn of the 1990s. In Poland, the decision from this was taken in 1998 by adopting the Law “On the Regionalization of Local Self-Government”, the result of which was the introduction of local self-government to a higher regional level, the parallel establishment of an intermediate link between the regions (voivodeship) and the communities (gminas) county and a swift reduction in the number of voivodeships.

In fact, there is a process of erasing the boundaries between the regional authorities and local authorities. However, unlike the latter, the institutions that function at the regional level are the management bodies of vertical subordination, which characterizes them as bodies that execute the decisions of the central government.

In the Czech Republic (as well as in Slovakia), the tendency towards the emergence of regionalism is aggravated by the fact that the provinces, as an intermediate level of organization, were abolished during the entrance of the 1990 administrative reform, with the result that only minor regional government structures remained between the central government and a large number of fragmented municipalities which do not have representatives. All this creates notable difficulties in the organization of management, in particular, the potential of regional structures is often not enough to effectively coordinate inter-municipal development, and to solve all serious problems at the level of central authorities is quite difficult.

Regarding the idea of legal regulation of local government and local self-government in the countries of Eastern Europe at the present stage, it should be emphasized that these issues are regulated not only by the constitutions of the studied states, but also by special laws. However, before proceeding to their study, it should be noted that all six Eastern European states from 1992 to 1999 ratified the European Charter of Local Self-Government in 1985 as a fundamental document containing the common democratic values that are embedded in self-government. For example, the Hungarian Parliament ratified the Charter in 1993, but its norms gained the force of law and became part of domestic law only in 1997. In Hungary, the main special legal acts on local governments include: The law of 1990, later amended in 1994, “On local self-government, which was included in the 1994 Constitution as Chapter IX and a number of other laws concerning local elections, local taxation, on the transfer of certain state property to local authorities [ 15, p.118].

Ergo, after the creation of the constitutional framework in Eastern European countries, various legal acts were adopted concerning local self-government. Thus, the domestic legislation of each state at a high level recognizes the right of local self-government and regulates its functioning. Thus, in 1991 in Bulgaria two laws were adopted: the Law “On Local Government and Local Administration” and the Law “On the Election of Members of the National Assembly, Members of Municipal Councils and Mayors”.

The main special laws on local (territorial) self-government of Poland are the Laws "On Territorial Self-Government" of March 8, 1990, "On the Election of Representatives to Local Self-Government" of 1990, "On the Division of Powers between State Administration and Local Self-Government" of 1990, "On the local referendum" of 1991, as well as the Law of October 17, 1992 "On the relationship between the legislative and executive authorities, as well as on territorial self-government" (the so-called Small Constitution), the Law “On the self-government of the voivodeship” of June 5, 1998, the Law “On self-government of the district” of June 5, 1998 [16, p. 171].

In Romania, there are Laws "On Local State Administration" dated November 26, 1991, "On local elections" from November 28, 1998, "On local duties and taxes" dated May 24, 1994 [17, p. 187].

Legal regulation of local self-government in Slovakia is carried out on the basis of the Laws "On elections to local government" of 1990, "On the organization of state local administration" of 1996, "On territorial self-government" and "On elections to regional self-government bodies" of July 4, 2001.[18, p. 220].

Czech Republic issues relating to local government are regulated on the basis of the basic special laws: “On municipalities” of September 4, 1990, “On municipal elections and local referendum in municipalities” of 1990, “On territories, communities, district administrations, on the capital Prague, on elections to regional parliaments, and the competence of the regional authorities "1997. [19, p. 259].

## Conclusions

An analysis of the modern concept of local government and local self-government of the six Eastern European states shows that the municipal reform conditionally went through two stages in these countries.

The analysis of the first stage of the genesis of local government and local government legislation in Eastern Europe, covering the period from 1990 to 1997, was characterized by the establishment of democratic municipal systems. In essence, the initial legislation in the field of local self-

government was a reaction to the system of communist government: almost all the first constitutional laws on local government focus on features that are different from the past. So, for example, the Hungarian Law "On Local Self-Government" of 1990 include such features:

1) the separation of local governments from central government bodies, which is reflected in the independent status of a legal entity and the right to own property
2) the right to conduct calculations in any amount in order to establish independent local self-government and cooperate with neighbors on a voluntary rather than a compulsory basis;
3) free elections, based on the principle of competition, within the framework of a multi-party system;
4) the absence of hierarchical relations between levels of government and the restriction of supervisory interventions in matters of legality;
5) the right of local governments to introduce their own taxes, as well as receive state taxable subventions or subsidies, as defined by regulatory enactments. [9, p. 83].

The second stage of the municipal reform, covering the period from 1997 to 2014, was focused on the preparation and direct integration into the European Union. In general, it was connected with attempts by parliamentarians from Eastern European countries to bring municipal legislation in line with the 1995 European Charter of Local Self-Government, adapting the latter to the internal law regulation. In almost all the countries studied, the first Basic Laws on Local Self-Government were amended accordingly.

Based on this, it is necessary to recognize that in the formation and development of local government and local self-government of the modern Eastern European states, the organization of public institutions in various administrative units, as well as the latter's interaction with local authorities, plays a crucial role.

## References


1. Krivoguz I.M. Krushenie «realnogo sotsializma» v Evrope i sudbyi osvobodivshihsya narodov [The collapse of "real socialism" in Europe and the fate of the liberated peoples]/ I.M.Krivoguz //. – M.: Politicheskie protsessyi na poroge XXI veka, 2001. – S. 66. [in Russian]
2. Eremyan V.V. Stranyi Vostochnoy Evropyi: spetsifika perehodnogo perioda ot sovetskoy sistemyi gosudarstvennogo upravleniya k samoupravleniyu [Eastern European countries: from the Soviet system of government to self-government. Transition period and its specificity] / V.V.Eremyan // Materialy seminara, sostoyavshegosya v Moskve 5-7 dekabrya 2000 goda. – M.: Statut, 2001. – S.57-65. [in Russian]
3. Mavlyudov A.A. Mestnoe samoupravlenie kak obschestvennyiy institut: Sotsialno-ekonomicheskaya, pravovaya i politicheskaya model Respubliki Tatarstan [Local self-government as a public institution: Socio-economic, legal and political model of the Republic of Tatarstan]/ A.A.Mavlyudov// Sbornik nauchnyih trudov. – Kazan, 2001. – S 152-175. [in Russian]
4. Konstitutsiya Respubliki Bolgariya ot 12 iyulya 1991 goda [The Constitution of the Republic of Bulgaria, July 12, 1991]/ Konstitutsii gosudarstv Evropyi, T.1. – S. 394.[in Russian]
5. Konstitutsiya Respubliki Polsha ot 2 aprelya 1997 goda [The Constitution of the Republic of Poland dated from April 2, 1997] / Konstitutsii gosudarstv Evropyi, T.2. – S.716-718.[in Russian]
6. Konstitutsiya Vengerskoy Respubliki ot 18 avgusta 1949 goda. v redatsii 1998 goda.[ 6. The Constitution of the Republic of Hungary dated from August 18, 1949, edited in 1998]/ Konstitutsii gosudarstv Evropyi, T.1. – S.539.[in Russian]
7. Novikova S.S. Vvodnaya statya k Konstitutsii Cheshskoy Respubliki i Konstitutsii Slovatskoy Respubliki [Introductory article to the Constitution of the Czech Republic and the Constitution of the Slovak Republic]/ S.S.Novikova // Konstitutsii gosudarstv Evropyi, T. 3. – S. 109, 497.[in Russian]
8. Konstitutsiya Rumyinii ot 21 noyabrya 1991 goda [The Constitution of Romania, November 21, 1991] / Konstitutsii gosudarstv Evropyi, T.3. - S. 86.[in Russian]
9. Davey K. Rol mestnoy avtonomii v prodvizhenii demokratii v stranah Tsentralnoy i Vostochnoy Evropyi [The role of local autonomy in promoting democracy in Central and Eastern Europe] // K.Davey/ Vestnik Konstitutsionnogo Suda Respubliki Bilorus.2003.N 2.- S.83, 84.[in Russian]

10. Alebastrova I.A. Munitsipalnyie sistemyi v stranah Vostochnoy Evropyi: Konstitutsionnyie aspektyi [Municipal systems in Eastern Europe: Constitutional aspects]/ I.A.Alebastrova // Nauchno-analiticheskiy obzor. – M.: INION RAN, 1994. – S. 5.[in Russian]
11. Tranin A.A. Administrativno-territorialnaya organizatsiya kapitalisticheskogo gosudarstva [Administrative and territorial organization of the capitalist state] / A.A.Tranin //. – M., 1984. – S. 88- 89.[in Russian]
12. Ivanov I.D. Evropa regionov [Europe of the regions]/ I.D.Ivanov // M.: Mezhdunarodnyie otnosheniya, 1998. – S. 145.[in Russian]
13. Ivanets G.I., Kalinskiy I.V., Chervonyuk V.I. Konstitutsionnoe pravo Rossii: Entsiklopedicheskiy slovar [Constitutional Law of Russia: Encyclopedic Dictionary] / pod obschey red. V.I. Chervonyuka //. – M.: Yuridicheskaya literatura, 2002. – S. 302.[in Russian]
14. Barabashev G.V. Munitsipalnyie organyi sovremennogo gosudarstva ( SShA, Velikobritaniya) [Municipal authorities of the modern state (USA, UK)]// G.V.Barabashev / - M., 1971. – S. 70.[in Russian]
15. Bekeni Y. Evropeyskaya Hartiya mestnogo samoupravleniya i ee adaptatsiya k usloviyam Vengrii [European Charter of Local Self-Government and its adaptation to Hungary]/ Y.Bekeni // Gosudarstvennaya sluzhba za rubezhom. Mestnoe samoupravlenie: reformyi i problemyi. Referativnyiy byulleten. 2000, N 1 (32), - M.:Izdatelstvo RAGS, 2000. – S. 118 – 132.[in Russian]
16. Kowalczyk A. Local Govemment in Poland / Decentralization: Experiments and Reforms/ Local Gvernments in Central and Eastern Europe. – P. 222-228.[in Russian]
17. Farkash M. Osnovnyie svedeniya ob organah mestnogo samoupravleniya v Rumyinii [Basic information about local government in Romania]/ M.Farkash // Organyi mestnogo samoupravleniya v stranah Tsentralnoy i Vostochnoy Evropyi i SNG: Antologiya opisatelnyih materialov . – Institut samoupravleniya i gosudarstvennoy sluzhbyi, 19943.(perevod s angl.) – S.187.[in Russian]
18. Nemec J.,Berik P. Local Government in Slovakia / Decentralization: Experiments and Reforms. Local Gvernments in Central and Eastern Europe. – p. 301-306.[in Russian]
19. Lacina K., Vajdova Z. Local Government in the Czech Republic/ Decentralization: Experiments and Reforms. Local Governments in Central and Eastern Europe. – P.259.[in Russian]

# IMPLEMENTATION OF STATE GUARD IN UKRAINE: PROBLEM RESOLUTION

***Mykola Mykytiuk***
*PhD in Law, Associate Professor,*
*Head of Department of State Guard Activity*
*and Security Organization*
*Institute of the Department of State Guard of Ukraine*
*of Taras Shevchenko National University of Kyiv*

**JEL Classification: K 19**
**SECTION „LAW"**

**Abstract.** The article is devoted to the problem of state guard implementation in Ukraine and ensuring the national security of Ukraine as well as the problems of state regulation of the Department of State Guard of Ukraine (hereinafter referred to as DSGU) in relation to ensuring the normal functioning of the state authorities of Ukraine and the security of officials, and the study of the role of normative and legal principles of the agency's activity in this process is extremely important.

The question is raised about the fact that the DSGU has a special legal status of the state authority, which, along with the Ministry of Internal Affairs of Ukraine, the specially authorized central executive body on the state border protection of Ukraine, other central executive authorities of Ukraine, the Security Service of Ukraine, which within the limits of its competence and in cooperation with the DSGU, take part in the implementation of state protection. The author describes the functions that it is the DSGU, as a state law enforcement agency of special purpose, to ensure, in accordance with the legislation, the proper protection of state authorities, officials and objects against unlawful encroachments and other offenses.

**Keywords:** *state security, national security, bodies of state power of Ukraine, normative and legal principles, state law enforcement agency.*

## Introduction

The Department of State Guard of Ukraine is the main subject in a system that protects the bodies of state power and, first and foremost, ensures the security of senior officials of Ukraine. Therefore, considering the problems of state regulation of the DSGU activity in order to ensure the normal functioning of state authorities of Ukraine and the security of officials. The study of role of the legal and regulatory framework of the body's activity in this process is extremely important.

**The purpose of the article** is the activity of the DSGU regarding the security of senior officials, as well as the protection of administrative buildings and objects of state authorities. Moreover, the competence of the DSGU includes the protection of official delegations of foreign states, heads of international organizations that arrive in Ukraine or sojourn on its territory.

**Statement of the problem.** The priorities of the DSGU are to ensure the security of the subjects of authorities, as well the basic principles of the body's activity are the principles of legality, continuity, respect for the rights, freedoms, dignity of man and citizen, unity of command.

**Presentation of the main research material.** The legal basis of the DSGU activity is the Constitution of Ukraine, international treaties of Ukraine, the Law of Ukraine "On State Protection of State Authorities of Ukraine and Officials" and other laws of Ukraine, acts of the President of Ukraine and the Cabinet of Ministers of Ukraine, as well as departmental and interagency legal acts, which regulate relations in the field of state security.

It should be noted that laws as well as other normative and legal acts have been

adopted on the basis of the Constitution of Ukraine and must comply with it. The DSGU activity is regulated by the normative and legal acts of the Verkhovna Rada of Ukraine, the President of Ukraine, the Cabinet of Ministers, normative and regulatory documents of the DSGU.

Let's consider several normative and legal acts of the Verkhovna Rada of Ukraine. Thus, the regulations of the Law of Ukraine "On State Protection of State Authorities of Ukraine and Officials" [1], that establish the legal foundations of state security and the principles of its protection, define the concept of state security aimed at ensuring security of officials and other persons, as well as state protected objects. The main tasks and powers of the DSGU, ways of state guard implementation, duties and rights of servicemen of the DSGU are outlined while ensuring the security of officials, who are subject to state security in the places of their permanent and temporary stay.

Concerning the persons who claim to occupy specified by this law positions connected with the performance of the state or local self-government functions, a special examination is carried out, including information submitted in person. Persons who are subject to the law are prohibited from using their official position in order to obtain unlawful benefits, as well as to exceed their powers.

The Law of Ukraine "On the General Structure and Number of the Department of the State Guard of Ukraine" [2] approves the general structure and number of the DSGU, and the Law of Ukraine "On Combating Terrorism" [3] sets out the basic principles and legal bases of the counter terrorism fight, as well as the powers of subjects of the anti-terrorism struggle, including the DSGU. The Law provides that the Head of the DSGU is part of the Interdepartmental Coordination Commission of the Antiterrorist Center under the Security Service of Ukraine.

According to the provisions of the Law [3], the DSGU is endowed with the following powers:

- to take part in operations to stop terrorist acts directed against officials and objects entrusted to be protected by subordinate units of the DSGU;
- to provide the necessary forces and means to the Antiterrorist Center under the Security Service of Ukraine;
- to provide their effective implementation during anti-terrorist operations.

Nowadays, a number of normative acts should be revised since their provisions do not completely cover those social relations they were adopted for. The legal norms of such acts discussed in the following sections must be brought into line with other laws of Ukraine.

Contradictions also arise within misunderstanding of the essence of the legal norm by the subject of law-enforcement activity owing to the low level of legal culture and legal awareness. Interpretation of legal norms serves as a mechanism for finding out the true meaning of a legal provision, overcoming conflicts and gaps in legislation. However, the role of interpreting legal norms in ensuring legality and improving legislation is not sufficiently taken into account by legal science and legal practice.

Thus, within the years of Ukraine's independence, a lot of efforts have been achieved in the direction of establishing the normative and legal principles of the DSGU about ensuring the implementation of the tasks entrusted to the law-enforcement agency, but the assumed measures failed to form an optimal system of legal regulation in this area. This is explained by the fact that the normative and legal regulation of the DSGU activity in relation to the tasks entrusted to the law-enforcement agency is still at the stage of formation and becoming characterized by a considerable number of gaps and conflicts.

As stated in the Law of Ukraine "On State Protection of State Authorities of Ukraine and Officials" [1], state protection of state authorities of Ukraine and officials (hereinafter - state guard) is a system of organizational, legal, operational, investigative, engineering and technical, and other measures carried out by specially authorized state bodies in order to ensure the proper functioning of the bodies of state power of Ukraine, the security of officials and objects specified by the Law.

The Department of State Guard of Ukraine has been noted above as a state law enforcement agency of a special purpose, subordinated to the President of Ukraine and under the control of the Verkhovna Rada of Ukraine.

The Department of State Guard of Ukraine within the limits of its powers, on the basis of and in compliance with the laws and other

normative legal acts issues orders, organizes and monitors their execution.

The National Police, the specially authorized central executive body for the state border protection of Ukraine, other central executive authorities of Ukraine, the Security Service of Ukraine within their competence and in co-operation with the Department of State Guard of Ukraine participate in the implementation of state security.

The Department of State Guard of Ukraine is carried out the following tasks:

- to ensure state security of the state officials;
- to secure the family members of the officials, determined by the Law, who live with them or accompany them;
- prevention of unlawful encroachment upon officials and their families and objects protected by state, their identification and termination;
- protection of the objects specified by the Law [1];
- ensuring safe operation of vehicles intended for officials specified in the Law;
- participation in venues aimed at combating terrorism.

The servicemen of the Department of State Guard of Ukraine are obliged:

1) persistently and sequentially implement the policy of the state in the field of defense and ensuring the national security of Ukraine;
2) strictly adhere to the requirements of the legislation and military statutes, to perform their duties effectively and consciously;
3) to maintain an appropriate level of professional and legal knowledge, special, combat and physical training;
4) to protect and respect the constitutional rights and freedoms of man and citizen, to be a model of high culture, modesty and endurance.

For committed offenses the servicemen of the Department of State Guard of Ukraine bear responsibility for disciplinary, administrative, material or criminal liability in accordance with the law.

The actions of the servicemen of the Department of State Guard of Ukraine may be appealed in accordance with the procedure established by law. The servicemen of the Department of State Guard of Ukraine are extended to the social guarantees provided by the legislation of Ukraine for servicemen of the Armed Forces of Ukraine.

The serviceman of the Department of State Guard of Ukraine is not liable for the moral, material and physical damage caused by him in connection with the lawful use of physical force, special means and firearms. No one, except direct superiors, has the right to interfere in the official activity of the servicemen of the Department of State Guard of Ukraine. For impediment of their official duties performance, the affront to honor and pride, resistance, threat or violence against servicemen of the Department of State Guard of Ukraine and members of their families, encroachment on their life, health and property in connection with the performance of their duties the responsibility comes under the laws of Ukraine.

As it was stated, during the execution of official duties, personal inspection of a serviceman of the DSGU, as well as things of personal possession, vehicles he uses can't be examined without the authorized representative of the Department of State Guard of Ukraine, except cases of a crime committed by this serviceman.

In order to ensure the security of state protected officials in places of permanent and temporary residence, the DSGU has been issued the Order [4]. The requirements of the order are obligatory for enterprises, institutions and organizations of all forms of ownership, as well as citizens, stateless persons. Paragraph 2 stipulates that when carrying out the state protection of servicemen of the DSGU are guided by the current legislation of Ukraine and the Order.

Paragraph 19 "On the procedure for ensuring the safety of state protected officials in places of permanent and temporary residence" approved by this Order provides: "to apply measures of physical influence, to keep, wear and use firearms and special means on the basis and in accordance with the procedure, provided by the Law of Ukraine "On the Militia", military statutes and "Rules of application of special means in the protection of public order", approved by the Resolution of the Council of Ministers of the USSR [5], to carry weapons and special equipment in all kinds of transport.

It should be noted that these bills have already been abolished, and therefore there is an objective need to make appropriate amendments to the above Procedure [4],

which should include references to new bills such as: the Law of Ukraine "On National Police" and the relevant Government Decree, so far as the relevant provision of the aforementioned bills that are currently guided by the DSGU.

According to paragraph 22 of the Procedure – servicemen of the DSGU have the right to use special vehicles and cars, as well as to use official dogs in the following cases:

- for the guard of the state protected officials, citizens and self-defense against attacks and other acts that pose a threat to their life or health;
- to repel an attack on protected objects (regime territory), adjacent buildings, premises, facilities and vehicles, regardless of their belonging or release in case of capture;
- for the detention and delivery of the persons who have committed an offense to the police or other law enforcement agencies, if the abovementioned persons resist the servicemen of the DSG of Ukraine or if there are reasons to believe that they can escape or harm others or themselves;
- to stop the resistance to servicemen of the DSG of Ukraine and other persons performing their official duties.

The type of special means, the time of beginning and the intensity of its use are determined taking into account the situation, the nature of the offense and the person of the offender.

In accordance with paragraph 23 of the Order the servicemen of the DSG of Ukraine, during the performance of security tasks of state protected officials in their places of permanent and temporary residence have the right to use firearms in the following cases:

- to protect the state protected officials and other citizens from attacks that threaten their lives and health, as well as the release of hostages;
- to repel an attack on a serviceman of the DSG of Ukraine if his life or health is in danger;
- in the case of attempts to forcibly take possession of weapons, combat and other equipment, if other methods and means can not stop this attempt;
- to repel an attack on protected objects, special vehicles, living rooms of citizens, premises of state and public enterprises, institutions and organizations, as well as to release them in case of capture;
- to detain a person who has been caught in committing a serious crime and is trying to escape;
- to detain a person who commits an armed resistance, attempts to escape from custody, as well as an armed person who threatens the use of weapons and other items that endanger the lives and health of protected officials and/or servicemen of the DSG of Ukraine;
- to stop a vehicle, an unmanned aircraft by damaging it in case of a threat to life or health of the protected official, citizen or serviceman of the DSG of Ukraine.

It is forbidden to apply and use firearms with a significant gathering of people, if unauthorized persons can be harmed.

A serviceman of the DSG of Ukraine has the right to use the weapon to set an alarm or call for help to neutralize an animal that threatens the life and health of state protected official, citizen or a serviceman of the DSG of Ukraine.

The serviceman of the DSG of Ukraine has the right to prepare firearms and to make them readily available if he considers that in certain circumstances there may be reasons for its application. While detaining criminals or offenders the serviceman of the DSG of Ukraine has suspected them in the committing crimes or offenses, as well as in the inspection of suspicious documents, a serviceman of the DSG of Ukraine can make a firearm readily available that is a warning about the possibility of its application.

Attempts of a person detained by the serviceman of the DSG of Ukraine with firearms in his hands, approaching him, reducing the distance he has determined, or touching a weapon give a serviceman of the DSG of Ukraine the right to use firearms.

The use of weapons should be preceded by warnings about the intention to use them, if circumstances permit. Without warning, weapons may be used if there is an immediate threat to the life or health of the state protected official, citizen or a serviceman of the DSG of Ukraine.

In Article 19 of the Law [1], the actions of servicemen of the DSG of Ukraine may be appealed in accordance with the procedure established by law. The serviceman of the DSG of Ukraine, who are prosecuted for committing a criminal offense with the

imposition of a penalty in the form of imprisonment, deprivation of liberty, deprivation of the right to occupy certain positions or deprivation of military rank or for committing an administrative corruption offense connected with violation of the restrictions provided for by the Law of Ukraine "On the Principles of Prevention and Counteraction of Corruption" are subject to dismissal from service. In addition, the servicemen of the DSG of Ukraine have no right to be in political parties.

## Conclusion

Thus, none of the civilized countries of the modern world can do without the reliable state protection of the higher authorities and their officials. One of the directions aimed at preventing criminal acts is the activity of national special bodies and services. In Ukraine, besides the Security Service of Ukraine, such a separate special body is the Department of the State Guard of Ukraine, the tasks, the basis of organization and activity have been considered above. This law-enforcement agency of special purpose, in accordance with the law, has to ensure the proper protection of state authorities, officials and objects against illegal encroachments and other offenses.

## References

1. On State Protection of State Authorities of Ukraine and Officials: Law of Ukraine of March 4, 1998 // Vidomosti of the Verkhovna Rada of Ukraine. - 1998. - No. 35. - Art. 236.
2. On the General Structure and Number of the Department of the State Guard of Ukraine: Law of Ukraine dated November 17, 2005 // Bulletin of the Verkhovna Rada of Ukraine. - 2006. - No. 2-3. - Art. 50.
3. On Combating Terrorism: The Law of Ukraine of March 20, 2003 // Bulletin of the Verkhovna Rada of Ukraine. - 2003. - No. 25. - Art. 180.
4. On Approval of the Procedure for Securing the Protection of the State Protected Officials in the Places of Permanent and Temporary Residence: Order of the Department of State Guard of Ukraine dated May 27, 2011 No. 210 // Official Bulletin of Ukraine. - 2011. - No. 46.- Art. 1895.
5. On Approval of the Rules for the Use of Special Means in the Protection of Public Order: Ministerial Council Resolution of February 27, 1991 No. 49 // [Electronic resource] URL: https://zakon.rada.gov.ua/laws/show/49-91-п

# CRIMINALISTIC CHARACTERISTICS OF TERRORISM

*Viktor Porada*
*Professor, Doctor of Law*
*University of Finance and Administration Prague*

**Abstract.** It is necessary to characterize some typical features to detect the investigation of terrorist attacks. The present expert report focuses on selected components of the methodology of detection and investigation of terrorism. This is mainly about the general criminological characteristics, the initial and urgent actions and the place of the terrorist attack and its investigation.
**Keywords:** *Criminalistic Characteristics, Detection, Investigation, Terrorist Attack, Initial Actions, Place of the Terrorist Attack, Investigation.*

## Problem statement

In order to detect and investigate the terrorist attacks of terrorist crimes, it is necessary to characterize some of their significant features. In particular, the criminalistic characteristics and other features of the structure of criminal investigation methodologies, out of which only the initial and urgent acts and the place of the terrorist attack and its investigation are given.

Terrorism can generally be seen as a violent method of extremist movement, for which it is typical to organize and plan destruction and murder, or threaten by such practices for intimidation and extortion by state authorities, the population, in order to achieve certain political, national or other goals of a given terrorist organization. This thesis is the basic postulate for detecting and investigating terrorism. The phenomenon of terrorism is a terror, the basic purpose of which is to create extremely strong psychological pressure on individuals and groups of the population [1].

**Criminalistic characteristics of the crime of terrorism**

Currently, it is possible to state that under the conditions of the Czech Republic and the Slovak Republic, the methodology of the investigation of terrorism is not elaborated (it is not part of the Methodology of investigation of individual types of crimes), especially because it has not even managed to create in the general position a complex criminalistic characteristic of the crime of terrorism, which would include the manner of committing a terrorist act, the criminal situation, the personality traits of the perpetrator and the victim of the offense, and the motive of the offense [2].

Components of criminalistic characteristics are characterized by certain characteristics: they are rich in information, they have a constant period of time, they are specific (they have a high identification value) and they are recognizable by forensic methods. Let's look at the general elements of the Criminalistic Characteristics of the Crime, which will necessarily have to be created in the typical criminological characteristics of terrorism: The basic components of the criminalistic characteristics of the crime of terrorism are the way in which the offense is committed and the criminal situation.

**The method of committing a crime** can be defined as a specific system of acts of the perpetrator's behavior and the ways in which the perpetrator chooses, or uses objective conditions and means in the preparation, committing and secrecy of a criminal offense. Terrorist attacks are characterized by thoughtfulness, planning and deliberate action, with political, criminal, drug, religious, and sometimes social motivation. From this, it is easy to conclude that in the case of terrorist attacks, it is necessary to take into account the high professionalism of offenders, often according to the role assigned to the perpetrators and accomplices. The terrorist groups are a highly thought-out organization and conspiracy [3, 4].

In terms of component analysis, it is possible to define the mode of committing the crime as a specified system of operational elements of criminal activity and the activities closely associated with it. The operational elements are understood to mean acts of the perpetrator's behavior, as well as manifestations of mental acts and material components.

The gravity of the way in which the offense is perpetrated among the elements of the criminalistic characteristics of the offense is determined in particular by its objective properties. These properties are:

1. **The ability of the committed crime to behave particularly markedly in the traces of the offense and to determine their character.** This ability arises from the fact that the way in which a crime is committed is closely linked to the creation of changes in the environment. Changes in the environment (traces) are actually the consequences of the offender's behavior. This means that the character of the individual changes is determined by the way of committing.
2. **The ability of committing a crime to create a unified system whose structure is characterized by logical relationships between its individual elements.**

The method of committing a crime has a structure that defines the relationships between the elements of the system. These relationships can be causal, time, local and others. As between the acts of the perpetrator's conduct there is a certain logical continuity and succession, this continuity and succession is also in the process of occurring as a result of the perpetrator's actions. In this way not only the signs of the crime, but also its structure, or at least part of it, are manifested.

**Determination of the way the crime is committed by objective and subjective factors**

**Objective factors** are objective conditions of the external environment, situation, space, time, movement of persons, climatic conditions, accessibility of tools, transport and other means, properties of object and objects of attack, existence of accomplices etc.

**Subjective factors** - psychological characteristics of the perpetrator, in particular abilities, knowledge, experience, habits, properties of the anatomical structure of the body, physiological characteristics, the motive and purpose of the perpetrator, gender, offender's relationship to the crime scene, victims and accomplices.

The perception that crime is determined by objective and subjective factors is critical to criminal activity.

Its meaning is that if we know the way in which a crime is committed, we can deduct from it the unprecedented factors that could determine it. It means that:

- if we know the way of committing the offense and some objective factors, we can consider some subjective factors (for example, the characteristics of the anatomical structure of the body, the sex, etc.),
- if we know the way of committing a crime and some subjective factors, we can consider some objective factors (for example the existence of accomplices, etc.).

**Repeatability of the mode of committing offenses under the same conditions**

Repeatability is to be understood as a statistical rule. This means that the ways of crimes committed by one perpetrator have more identical features than the ways of crimes committed by different perpetrators. Generalized knowledge of forensic practice shows that the materials collected at the initial stage of the crime detection and investigation process contain the most information about the way the crime is committed. However, the information is often incomplete, so the initial investigative situation does not allow for a comprehensive picture of the specific way of committing a crime.

That is why, most often in the initial stage of this process, criminalistic versions of the crime are set out. The version can be considered as the starting point for focusing on further criminal-security authorities.

**Criminal situation**

We understand the situation in which the crime was committed. The significance of the criminal situation lies in the fact that it cooperates with the process of creating traces.

The perpetrator can:

- subject his / her behavior to an existing criminal situation, especially where the subject of interest is irreplaceable (a predetermined target of a terrorist attack),
- search for certain criminal situations favorable to committing a terrorist attack (for example, terrorists are looking for

such situations in department stores, a crowd of people in transport means, squares, railway stations, etc.),

- contribute to the creation of an appropriate criminal situation (for example, when preparing a visit to a place of the terrorist attack, he will prepare an access and an escape route).

The quality of material footprints also influences the character of some elements of the criminal situation, in particular the characteristics of the crime scene, its security and the objects that are at the scene of the crime and on which the perpetrator is forced to act. This is in particular the ability of these objects to take over and keep the information transmitted.

Another part of the criminalistic characteristics of a terrorist act is the personality of the perpetrator of the offense. Criminology explores the perpetrator's personality in particular on these aspects:

1. what are the typical characteristics of a terrorist offender,
2. which features of the offender influence the tracking process and are markedly manifested in these tracks,
3. which characteristics of the offender influence the course of the process of detecting and investigating criminal matters.

The task of the investigation is therefore to find out the characteristics of the perpetrator that are manifested in the traces and are suitable for later identification, or at least to define the circles of the persons to whom the perpetrator belongs. This, of course, applies if a terrorist plans to survive a terrorist attack. It must also be borne in mind that in the case of terrorist attacks, the number of offender traces is destroyed or more or less damaged.

**Typical features of perpetrators and crime victims**

They are considered to be important elements constituting the content of the criminalistic characteristics of the offense. They carry the so-called "friendly" stops caused by the offender in interacting with the offender and the objects at the crime scene. For the criminological characteristics, the most important are the characteristics of victims and their ability to perceive, remember, and reproduce the crime scene.

**The motive of the offense**

It is part of the criminological characteristics only for those crimes that are highly variable and which are significantly manifested in the crime scene, or when they influence the offender's behavior in the investigation process, or if for some groups of offenders (women, juvenile offenders) frequency distribution of certain motives was added by research. It then serves as a basis for setting out investigative versions of the perpetrator of the offense.

**Initial and follow-up investigative tasks**

These acts are typical of a variety of situations and practices in investigating terrorist acts depending on the nature of the terrorist act. They will be different, for example, in the case of kidnapping, general threats or terror itself or acts of violence. The nature and extent of the initial and subsequent acts is also dependent on the stage of the terrorist act. The acts are often linked to the general characteristics of acts of terrorism, such as acts aimed at detecting and monitoring the activities of the terrorist group, monitoring and analyzing the accompanying activities of terrorists, identifying and documenting the hierarchy, organization, membership, co-workers of a terrorist group, or acts aimed at penetrating terrorists (police agents) and others.

More specific actions will be taken when a terrorist act is completed. Here, however, initial and subsequent actions will depend on the form and effect of a terrorist act. Differences will be evident if there is an open terrorist act (a specific crime scene) or an initial latency, for example, in kidnappings. In the first case, initial and follow-up actions will include, in particular: investigation of the crime scene and its documentation, search and tracing (e.g., explosion of splinters, soil, rests of initiation mechanism, etc.). Of the other initial operations, it will usually be necessary to retain, check people, cars, airports, railway stations, other areas, search for a trace, find witnesses and interrogate them, etc. The other follow up acts will again be interrogations (often repeating), witnesses (secret witnesses), suspects, accused, as well as experts, other necessary analytical and expert activities and others, according to the type of terrorist act, other routine initial and follow-up actions and measures, but also case and profiling analyzes [1].

**Place of a terrorist attack and its investigation**

A crime scene is an important, irreplaceable and unique source of information

about a terrorist offense. Especially because a number of terrorist attacks in the broader sense apply as a means of coercion violent behavior directed against the physical integrity of man and the general public. For example, there are frequent executions, assassinations, deaths of family members of important public figures and political figures. These well-thought-out and thoroughly prepared violent attacks of the above-mentioned nature are part of the perpetrator's (terrorist group) scenario and serve to publicize the terrorist act and intimidate the public. At the crime scene, which is often very carefully chosen to "reach out" to the widest possible public, we can meet, even with some peculiarities that can also be relevant to compiling the offender's profile. The investigation of the place of a terrorist offense is usually established by teams of specialists [5]. The purpose of investigating the location of a terrorist act is, among other things, to find and provide traces and other evidence [6] and facts decisive for determining the cause of the attack and detecting the perpetrator [7].

The fullness of the investigation of the location of the terrorist attack depends on the correct determination of the boundaries of the investigation, i.e. the definition of the area in which the investigation will be carried out. The scope of investigation should be broad enough to include all the important objects that are in place. The place of investigation is not just the place of the attack, where most of the traces of the perpetrator and the means he has used are, but they are also other adjacent places.

Instead of committing a terrorist attack it is necessary to ensure and document in the shortest possible time the traces, material evidence, remnants of explosive systems and other components, which together with other traces provided on the site of the explosion are the starting material for searching for the perpetrator, the motive of the hearing and the manner of implementation. The primary task is to determine the center of the explosion, from which fragments of objects are usually blown into a circle. When examining buildings, we always pay attention to the ceilings, the perimeter walls, but also the trees located near the destroyed building, etc., where traces of the explosive system or its parts can be found. If the crime scene is a building, it is necessary to expect that fragments of objects may be located outside the building [1].

After the explosion, there is a massive change in the crime scene. Therefore, it is necessary to ascertain the original appearance of the place as much as possible and to obtain as much information as possible about it. This is usually ensured by building documentation, projects, etc. Information is needed from a wide circle of citizens who have been in the vicinity of the incident or from a distance. The circle of witnesses must not be limited to the duration of the explosion, but also to the period before, the movement of suspects and motor vehicles, the objects that people carried, when and where they were placed, etc. Obtaining this information immediately after the incident is imperative [5]. The devastating effects of bomb terrorist attacks are considerable and extensive. It is also necessary to adapt the work at the crime scene, the organization itself and the survey system. While crime scene investigation is a relatively sophisticated approach in the work of the police, work on the site of a terrorist attack and its investigation has some peculiarities that need to be emphasized. Experience has shown that a well-prepared, coordinated, and appropriately equipped team of specialists is the most effective force to optimally manage the task.

An important role is played by the team leader who is responsible for the overall course and outcome of the crime scene work. He builds a team of specialists on the basis of a survey of the crime scene, defines the system of work, assigns individual members of the team, establishes a communication system, coordinates the work with other rescue units, continuously evaluates the way and procedure of the investigation and its effectiveness, decides to make the site accessible etc.

An important role in work at the crime scene belongs to the group of technicians providing traces, factual and other evidence, not least photographic and other technical documentation from the crime scene. Particular attention should be paid to photographic (audiovisual) documentation, which must be continuously monitored instead of a terrorist attack, including a wide area. The photographic and audiovisual documentation focuses, besides the victims of the attack, on the surrounding crowd of people and motor vehicles, documentation of all provided traces and material evidence is documented, the procedure is documented on

the scene of the crime, the investigation itself, etc. This "technical group" an employee who performs graphical documentation, ie, prepares sketches and plans of the crime scene where they record places where individual traces and material evidence and other information have been secured.

All information and materials secured at the crime scene are collected in an analytical group that immediately evaluates and gives feedback to the team leader and individual working groups. The team is usually also attended by specialists who are not police personnel. It is very important to take care of their proper choice of expertise and reliability [1, 8].

Upon arriving at the crime scene, it is necessary to pay close attention to the discarded objects. Particular attention is devoted to retaining the crime scene, the way and extent of security. The changes that have occurred at the scene of the act until the arrival of specialists, whether natural or induced by the movement of persons or weather conditions, must be evaluated. Denying access to the crime scene to unauthorized persons is a first-step measure. Everything must be carefully recorded both technically and in written form. In no case does it matter that good memory is enough; and a person cannot rely on the fact that he/she will be able to describe and document the fact later [9].

After a preliminary examination of the crime scene, the team leader determines the scope and method of examination, specifies a range of specialists who, if they are not present, are additionally summoned. The crime scene is divided into the sectors to be investigated, and a sufficient number of specialists and technicians is strictly required for proper and thorough investigation. During careful scrutiny, attention is paid to every detail and seemingly small traces found on the spot. "Everything is related to everything and we do not know when this seemingly unimportant detail can contribute to the mosaic of the mode of committing the crime and contribute to the discovery of the perpetrator." It is necessary to evaluate the so-called "negative circumstances" carefully. Any trace, any material proof and change at the scene of the act must be duly marked, technically documented, described in relation to the place of finding and recorded in the plan. It is recommended that one person is assigned to the team to collect and process detained traces and evidence, to supervise their completeness, and to ensure that they are not underestimated by further manipulation or other influences.

The explosive system is usually stored in various packages by the offender, both for better portability and its hiding, but also for increasing its impact. Finding and securing the remains of the packaging is another task at the scene. It is likely that paper packaging will be destroyed. Explosive systems are, however, also stored in a variety of metal packages, which usually have a completely different use, e.g. different installation pipes or different luggage, briefcases, etc. However, the explosive system can also be initiated remotely, currently mostly by using mobile phones. This implies an obligation to conduct a survey in the wider area. The site from which the offender has detonated an explosive system is usually visible from where the perpetrator had an overview of the movement of persons and the situation. All these are attributes important for the legal assessment and demonstration of terrorist attacks, the decision on the issue of fault, the search for and the determination of the motive, and the subsumption of the act under the signs of the individual, taking into account the incoming facts of the offenses.

## Conclusions

Nowadays, a separate methodology for investigating terrorism is not developed in the Czech Republic. The author presents a general treatise on the criminological characteristics of the crime of terrorism and some selected components of the structure of this methodology. This is mainly a general criminalistic characteristic, which must include in particular the way of committing a terrorist act, the criminal situation, the personality traits of the perpetrator and the victims of the crime and the motive of the crime. In addition, the initial and urgent actions and characteristics of the site of the terrorist attack and its investigation are presented.

## References


1. Chmelík, J., Porada, V. *Odhalování a vyšetřování terorismu*. In Problémy konstituování a rozvoje policejních věd teorie policejně bezpečnostní činnosti a transferu vědeckých poznatků do policejní praxe. 1. díl. Praha: PA ČR, 2003, p. 199-218.
2. Chmelík, J., Brunová, M., Porada, V. Dokazování terorismu a organizovaného zločinu. In *Zborník príspevkov z medzinárodnej konferencie.* Bratislava: FP BVŠP, 2007, p. 280-289.
3. Ivor, J. Nové možnosti dokazovánia terorizmu. In *Zborník príspevkov z medzinárodnej konferencie „Terorizmus a medzinárodné právo.“* Bratislava: FP BVŠP, 2007, p. 249-253.
4. Zoubek, V. *Lidská práva-globalizace-bezpečnost.* Plzeň: A. Čeněk, 2008.
5. Chmelík, J., Porada, V., Straus, J*. Zločin bez hranic: vyšetřování terorismu a organizovaného zločinu*. Praha: Linde, 2004.
6. Brunová, M. Vybrané otázky dokazování trestné činnosti s využitím výsledků kriminalistické identifikace. *Karlovarská právní revue*, 2, 2007, p. 64-70, ISSN 1801-2193.
7. Konrád, Z. et al*. Metodika vyšetřování jednotlivých druhů trestných činů.* Praha: PA ČR, 1996.
8. Chmelík, J. *Ohledání místa činu*. Praha: MV ČR, 1999.
9. Musil, J. et al. *Kriminalistika*. Praha: Naše vojsko, 1992.

# POLITICAL EXTREMISM AND TERRORISM AS DESTABILIZING ELEMENT OF INTERNAL SECURITY OF THE STATE

***Ivo Svoboda***
*Doc. JUDr. et PhDr., Ph.D.*
*University of Defence,*
*Faculty of Economics and Management,*
*Department of Human Resources, Czech Republic*

**Abstract.** This contribution deals with political extremism and terrorism as a possible destabilizing element of the internal security. The paper discusses the possible reasons and causes of manifestations of extremism and it is pointed out that the manifestations of extremism penetrating through the concrete structures, people in the armed forces and state administration. In conclusion, there are proposed general principles and approaches to solving this current phenomenon of our time.

**Keywords:** *External security, internal security, fascism, left-wing extremism, nazism, neofascism, neo-nazism, political extremism, right-wing extremism, racism, terrorism, vigilantism, xenophobia.*

## Introduction

Manifestations of political extremism are the current phenomenon of contemporary global world, with the rising trend of political (or other) up to extremism, takes on locally such proportions that cause very strained relations between states or nations, creating a tense international political and social situation in general. The reasons for political extremism and political tensions between countries are different, but it can be said to outweigh the reasons for ethnic, geopolitical, racial, and religious. Is the specific manifestation of fascism, neo-fascism, nazism and neo-Nazism. But this leads to mistrust and hostility between the EU and the manifestations of intolerance between specific persons or groups of individuals regardless of nationality, and is even capable to induce destabilization of internal security in the state. Recently, a particularly striking increase in political extremism and its manifestations, particularly in Central Europe, the Czech Republic, The Slovakia or The Ukraine is no exception. These expressions are characters from the extreme vigilantism to opened racism and xenophobia in contemporary concepts mainly domestic extremism among EU countries, after minor provocation and distortion of traditional good neighborly relations with neighboring countries. All these and other activities of political extremists are a possible source of destabilization in particular internal security.

Very often one may find public journalists or policy statement, that any action, any symbol or a position is extreme or extremist. What this does is extremism, as it manifests itself, where his roots are and who is extremist, and from what perspective? This phenomenon now is worthy of scientific investigation and evaluation. At the same time is also essential to this phenomenon clearly and distinctly named, respectivel identify its causes and have a solution, or at least try it. Extremism can be viewed from different perspectives, exploring, in terms of extremism, in terms of potential distribution of extremism, whether in terms of addressing extremism and the response of society. Partial view of the phenomenon is much more possible, and fully in keeping with the multidisciplinary phenomenon. Extremism can be seen as a sociological, psychological or political science, but especially as a legal phenomenon. However, it is urge the phenomenon of extremism seen in a multidisciplinary, respectively. comprehensive interdisciplinary evaluation and possible solutions.

Extremism is often divided on political extremism, religious, ethnic (racial), ecological,

and sometimes we meet with another division, respectively identification. These divisions are not only trying to detailed specification of a particular expression, but extremism, respectively extreme position has only one definition, respectively one common denominator. You can rely on the definition, which, although it may seem to appear somewhat earlier, but it is still valid and used definition. This definition was first used in its form (already) in "Report on the Issue of Extremism in the Czech Republic in 2002", but is used in scientific circles to this day.

**The term "extremism" are referred to the strong ideological positions that contradict the constitutional, statutory, standards, characterized by elements of intolerance and attacks against the basic democratic constitutional principles, as defined in the Czech constitutional order (or, more generally, the principles as contained in the Declaration of the Rights and Freedoms).**[1] These principles include respect for the rights and freedoms of man and citizen (Article 1 of the Constitution of the Republic), sovereign, unified and democratic rule of law (Article 1 of the Constitution), the immutability of the elements of the democratic rule of law (Article 9, paragraph 2 of the Constitution CZ), popular sovereignty (Article 2 of the Constitution), competition between political parties respecting fundamental democratic principles and rejecting violence as a means of promoting their interests (Article 5 of the Constitution), protection of minorities in the majority decision (Article 6 of the Constitution); free and equal in dignity and human rights, inalienability, and irreversibility of fundamental rights and freedoms without distinction of sex, race, color, language, faith and religion, political or other opinion, national or social origin, membership of a nationality or ethnic minority, property, birth or other status (Article 1, Article 3 of the Charter of Fundamental Rights and Freedoms). Given the similar principle, the basics of constitutional law, incl. inclusion of the Declaration of Rights and Freedoms (the Charter of Rights and Freedoms) to the constitutional system in the vast majority of European countries, the above can be generalized to all countries in central and western continental Europe. This is an interest protected by the State, in the form of a particular criminal law, respectively. specific facts of the case. Violation of these rights of citizens (in the form of a criminal offense) are also sometimes referred to as a **"hate crime"**.

Political extremism is then in accordance with the official documents, in this article is understood as a term that refers to "the strong ideological positions that contradict the constitutional, statutory, standards, characterized by elements of intolerance and attacks against the basic democratic constitutional principles, as defined in Czech constitutional order ". The basic structure is a right-wing extremism (neo-Nazism, Czech nationalism) and left-wing (dogmatic communism, anarchism), and variants of right-wing extremism will be discussed further.

Political extremism is often defined as an abstract space of the political spectrum and should be seen that the actual policy, it brings up more players. They are mainly political parties, interest groups (active registered and unregistered, or openly and secretly, while scope is hidden characteristic for various extremist plot center), media, subcultures (especially youth subcultures, respectively their internal currents). Overall, the extremists could form a movement, respectively. social movements, such as in the twenties and thirties of the twentieth century fascism. In the event that the extremists come to power, can the player to designate the extremist political regime. The extremists are taking action in their various methods of gaining influence. The legal framework is a common political propaganda, public legal demonstrations, education and awareness against supporters of extremism and so is characterized by democratic mechanisms misused to gain political power to remove or restrict democracy. These goals are often its also openly declared with various excuses and reasons.

Besides the legal methods extremism in democratic methods also often resorted to the edge of legality and completely illegal. These are mostly various forms of violence, from the impromptu nature of the attacks against political opponents to the sophisticated terrorism. Violence can also serve as a tool to spread propaganda and to other tools, along

with a suitable situation for the political regime change by coup or revolution[2].

In the general picture is extremism rather political concept, but its multi-disciplinary internal content is certainly a concept of socio - educational and legal. Extremism is becoming a security risk at a time when the engine sharply antagonistic attitude toward the existing social order and intransigence resulting in specific projects and activities designed to destabilize and remove the political and social system. In a free society would be extremely fiercely contested victory, democracy hostile attitudes, beliefs and ideologies mean a retreat from human rights and establishment of authoritarianism, totalitarianism or anarchy [3]. In identifying what is and is not extreme manifestation must first identify what is a legitimate expression of the meaning of the right to freedom of speech and when it is an illegal speech restrictions constitutional principles or constitutional rights of others.

With terrorism, as a frequent manifestation of extremist manifestations are encountered frequently by news media. Thanks to them nearly every citizen has an idea of what it means and what are the means to fight extremists. The vast majority of major terrorist attacks carried out by Islamic fundamentalists, and is directed against Israel. In Europe we meet with attacks by groups like the IRA or ETA. Ideologies of terrorist groups is largely an attempt to acquire a certain territory (Hezbollah, the PKK, the IRA or ETA ...), bring another order (fundamentalist groups - holy war). Groups arise where there has not achieved any result of political means. Opinions on the actions of these groups vary and are largely frowned upon, but on the other hand, it is necessary to take into account their goal, such as restoration of the original inhabitants of Palestine, who were expelled during Israel's creation. In this context, it certainly offers the question whether terrorism would be much enhanced if Israel arose, and who is the villain [4].

Currently, the most dangerous form of political extremism in our country is neo-Nazism and nationalism. Neo-Nazism is a movement that conceptually at least partly linked to the original Nazism. Nazism was originally a movement arising in the twenties of the twentieth century, especially in Germany (or in other countries with the German population), which after seizing power in 1933 in Germany and created an aggressive totalitarian regime, which suppressed massive human rights (and intended to wipe out entire nations especially Jews and Roma) and in 1939 led an aggressive war. The occupied territories (often with the help of local collaborators) realized the terror of occupation. After the defeat of Nazi Germany (surrendered in May 1945), at least for some of his ideas, trying to establish neo-Nazism, which currently mostly left the sole link to Germany and the Germans and try to use a Nazi racist, antisemitic and power goals, ideas and strategies across "white race". Neo-Nazism are generally not reported in the global concept of struggle and racial superiority of white Aryan Nations, based on the traditions of the original Nazi [5].

Currently, there are also several smaller streams inspired working-class ethos of Nazism from the late twenties and thirties. There are different national variations due to historical traditions, whether it be related to the disposition to the pagan traditions of different peoples, taking into account the traditional national enemies, or traditions of collaboration during the Second World War. The Czech republic can be traced to neo-more connected with the original concept of German Nazism, whose expression is specific link to the Sudeten German Nazi tradition, and equal respect for neo-identity within the Czech neo-Nazi Pan-Aryen movement (partial continuity to flag´s concept of the Protectorate of Bohemia and Moravia) [5 ]. The basic forms of neo-Nazi activities are:

- party-political agitation (in CZ to date have not made a strong neo-Nazi party in recent years, some neo-Nazis cooperate with the Workers' Party, or Right Sector)
- gaining public sympathy and strengthening the identity of the movement spread propaganda (demonstrations, internet, stationery, clothes, music, the so-called White Power music, and trading of those artifacts serve as a funding source movement,
- violence (use of expressions of aggression) to influence adversaries and allies.

For the second basic current of the Czech right-wing extremism can designate Czech

nationalism. Right-wing extremist nationalism is different from the democratic nationalism high nationalist intolerance of other nations and ethnic groups (or at least some of them) and focus anti-democratic impulses. Czech extremist nationalism can be further broken down into:

- Czech Hussite nationalism based on the tradition of Czech history, chauvinistic forwardthinking-based "national-liberation ethos" and Czechoslovakism Czech and expansionism,
- Czech nationalism, which follows the tradition of Czech history deprived "forwardthinking myth" (conservative integral Nationalists) [6], in which some groups are more strongly inclined to the traditions of Czech fascism (neo-fascists) and may appear differently there is a strong link to Christianity , authoritarian Christian conservatism, where links with fascism klerofašismus (recently merging with the stream of neo-Nazism).

As the future work of political extremism are particularly known dogmatic communism, left-wing extremist autonomous and anarchism, but they can be counted as specific forms of fascism, neo-fascism, nationalism, neonacionalismu, pan-Slavism, etc. Due to the particular legal, political and sociological discourse of groups activities of political extremism, when they try to gain visibility and civil support (be passive), you must use the tools of legal science, political science, philosophy, psychology and social work, respectively social work education to the public with the aim of eliminating the growing influence of aggression and intolerance in society. In terms of strategy in the fight against political extremism law is, in any case necessary to focus attention on the core objectives of the fight against extremism, which are:

a) preventing the influence of extremist propaganda, especially against members of the armed forces, which is now particularly timely,
b) preventing the adoption of extremist forces and government in general,
c) generally to act so that the extremists was no credible cause for propaganda diatribes, which would assist them in reaching impact on the public and meeting their antidemocratic goals, as perceived by the current legislation.

It should be noted that political extremism can manifest in different ways, from verbal assaults, despite sympathy for the organizations pushing human rights and fundamental freedoms to the office, and deliberate obstruction of government administration, respectively its activities. The most serious manifestation of political extremism, however, the individual physical aggression against exclusive groups of people, or against all races and nationalities in the form of terror, and whether individual and group (mass). And expression of extremism of terrorist attack (or its threat) is the most serious threat and a destabilizing element in the internal and external security.

However, there isn´t a universally accepted definition of terrorism as an expression of extremism. Various organizations are working with different definitions. Even the U.S. government can not agree on a definition. There are many reasons why that is. The question of defining terrorism has a place in discussions among states for decades. The first attempt to reach an internationally accepted definition was made under the League of Nations, but the convention proposed in 1937 never entered into force. The lack of unity on the definition of terrorism is a major obstacle to meaningful international means of defense. To solve these problems in 1992 contributed terrorism expert A. Schmid, whereby when the kernel is a war crime - the deliberate attacks on civilians, hostage taking and killing of prisoners - extended for a period of peace, we can simply define terrorist acts as war crimes peace counterparts.
Other experts on terrorism characterize it as "use of force or threatened use of force designed to achieve political change" (Brian Jenkins), the "unlawful use of force aimed at innocent people to achieve political goals" (Walter Laqueur), "thoughtful deliberate systematic murder, injury health threat and the innocent in order to create fear and intimidation to achieve political or tactical advantage "(James M. Poland).

Most definitions, however, has certain common elements, stresses the systematic use of physical violence directed against

civilians, which is to cause a general climate of fear in the target population for political and social change. Define terrorism so that affected all aspects of its manifestations and impacts, it is not easy. Content definition would certainly differed according to whether terrorism is viewed in terms of legal, security, or even sociology. For any such definition would be common, it is a systematic perpetration of illegal acts of violence against the population assassin and state authorities in order to induce fear, panic and destabilization of the current political situation.

Also interesting is the origin of the word terror. It comes from the Latin “terrere” - scare. In modern Western dictionaries came through the French language until the 14th century. The first use is recorded in English in 1528. The basic mechanism of terror is contained in an old Chinese proverb: "Kill one and scare ten thousand." Over the decades have changed the methods of terrorists, the consequences of contemporary terrorism are the same.

In light of the above can be said that the international legal framework for combating terrorism is not unique. Following the attacks in the USA from 11 September 2001 is mainly the Resolution and Action Plan of the Extraordinary European Council meeting, published on 21 September 2001 in Brussels (Government Resolution of 19 December 2001 No. 1364), Council Common Position on Combating Terrorism (2001/930/CFSP of 27 December 2001) and the EU Council Common Position on the use of special measures combating terrorism (2001/931/ CFSP of 27 December 2001), including all the updates concerning the lists of people and groups sanctioned from the European Union. EU Council in its document entitled "EU Council Common Position on the application of specific measures to combat terrorism (2001/931/CFSP) gives the definition of a terrorist act. A terrorist act is understood as a set of enumerated offenses, which may, by its nature or context, seriously hamper the functioning of a particular country or international organization. [7]

In the context of national laws with the offenses that were committed with the intent to seriously intimidating a population, causing undue government or international organization to act or not doing specific actions; seriously destabilizing or destroying the fundamental political, constitutional, economic or social structures of a country or an international organization and [7]

- assault on human lives, which can cause death;
- attacks on the mental integrity of persons;
- kidnapping or the taking of hostages;
- causing extensive destruction of public or government facilities, transportation systems, infrastructure, fixed platforms on the continental shelf, a public place or private property or threatening human lives, resulting in major economic loss;
- cast aircraft, ships or other means of public transport or goods transport;
- manufacture, possession, procurement, transportation, delivery or use of weapons or explosives, nuclear, chemical or biological nature, as well as work on research or development of such weapons;
- letting these dangerous substances into free circulation, setting up fires, explosions or floods zapříčiňování whose conduct endangers human lives;
- interruptions or disruptions of water, electricity or other basic resources, which may also endanger human lives;
- threatening to commit such acts, mentioned above;
- leadership of terrorist groups;
- participation in a terrorist group, also function as an informant, a provider of financial and material support, knowing that this assistance will help the commission of criminal activities of the group.

For the purpose of the document is a terrorist group is defined as a structured group composed of more than two persons established for a longer period of time and acting within the scope of division of labor necessary steps to commit terrorist acts. It is not accidental or a single organization. Following the Madrid attacks of 11 September 2003 also is notably the Declaration on combating terrorism adopted by the European Council on 26 September 2004 update of an annexed Plan of Action of the European Council. By joining the EU in the CR binding and directly applicable to all EU Council Regulation implementing common positions, of which terrorism concerns, particularly the EU Council Regulation

2580/2001 on specific restrictive measures directed against certain persons and entities in the fight against terrorism.

In light of the above i tis possible to observe that both the Czech Republic and Slovakia are parties to these international legal instruments binding on the issue of terrorism. These include: the Convention on Offenses and Certain Other Acts Committed on Board Aircraft (Tokyo, Decree No. 102/1984 Coll.) Convention for the Suppression of Unlawful Seizure of Aircraft (The Hague, Decree No. 96/1974 Coll.) Convention for the Suppression of Unlawful Acts against the Safety of Civil Aviation (Montreal, Decree No. 16/1974 Coll.) Convention on the Prevention and Punishment of Crimes against Internationally Protected Persons including Diplomatic Agents (New York, Decree No. 131/1978 Coll.)International Convention against the Taking of Hostages (New York, Decree No. 36/1988 Coll.) Convention on the Physical Protection of Nuclear Material (Communication Ministry of Foreign Affairs No. 114/1996 Coll.) UN Convention on the Suppression of Terrorist Bombings (published as No. 80 / 2001 Coll. ms), the European Convention for the Suppression of Terrorism (Strasbourg, Communication No. 552/1992 Coll FMZV.), the Convention on the Prohibition of the Development, Production and Stockpiling of Bacteriological (Biological) and Toxin Weapons (Decree No. 96/1975 Coll .). CR also signed recently ratified as the UN Convention on the Suppression of Financing of Terrorism (New York, Communication Ministry č.18/2006 Coll. Ms). [7]

## Conclusion

This article describes the issue of political extremism and its penetration of specific people into the army and state administration is an up-to-date subject that requires special attention, especially in connection with the rise of extremism in the current economic crisis and dissatisfaction with this condition in the population. Extremely dangerous and destabilizing the internal development of the manifestations of terrorism, in connection with political extremism (or religious, ethnic or otherwise). It is also appropriate to emphasize the need for good neighborly relations among EU, which are devoid of mutual animosity, deliberate and wicked manifestations neighborhood. It should however be taken into account that these symptoms often arise from mutual experiences and historical facts. It is clear that further qualitative and quantitative increase in manifestations of political extremism and its manifestations in the form of terrorism is capable of destabilizing or even threaten the internal security of States, it would certainly point to this phenomenon more attention than ever before, both in the form of adequate and appropriate legislation and formation and in the form of monitoring that situation, and through expert design centers and teams receive organizational and legislative measures.

## References


1. SVOBODA, I. *Projevy politického extremismu v ozbrojených sborech.* Bratislava: In. Policajná teória a prax, 2010, s. 117. ISSN – 1335-1370, EV 568/08.
2. MAREŠ, M. *Pravicový extremismus a radikalismus.* Brno: Centrum strategických studií, 2005.
3. Bezpečnostní informační služba [online]. [cit. 2008-11-21]. Dostupné z WWW: <http://www.bis.cz/extremismus.html>
4. Cestovatel v ohrožení [online]. 2000 [cit. 2008-11-21]. Dostupné z WWW: <http://www.mujweb.cz/www/jpdepot/danger/teror.htm>
5. MAREŠ, M. *Symboly používané extremisty na území ČR v současnosti*. Praha: MVČR, 2006.
6. RATAJ, J. Vize české nacionální politiky v soudobých konceptech krajní pravice v České republice. In. *III. kongres českých politologů,* Olomouc 8.-10. 9. 2006; NĚMEC, J., ŠŮSTKOVÁ, M. (ed.). Praha, Olomouc: Česká společnost pro politické vědy, 2006.
7. SVOBODA, I., VIČAR, R. Politický extremismus a terorismus jako destabilizující prvek vnitřní a vnější bezpečnosti EU, In. *Sborník ze semináře Národního konventu o Evropskej únii „Rozširovanie, bezpečné a prosperujúce susedské prostredie EÚ“*. Liptovský Mikuláš, 2009, ISBN – 978-80-8106-022-9.

# ANALYTICAL REVIEW OF ENGLISH-LANGUAGE SCIENTIFIC STUDIES ON THE INVESTIGATION OF TRANSBOUNDARY ECONOMIC CRIMES

***Valerii Tatsiienko***
*Ph. D. in Law, Doctoral student at the National Academy of Internal Affairs*
*1 Solomjanska Square, 03035, Kyiv, Ukraine*

**Abstract.** The article is devoted to questions of scientific researches of English-speaking scientists concerning transnational economic crime. The corresponding scientific doctrine must be developed in this case.

**Keywords**: *transnational economic crime, transnational crime, financial crimes, economic crimes, United Nations Convention against Transnational Economic Crime.*

## Introduction

**Research Rationale.** Transnational economic crime is one of the most dangerous types of crime. Therefore, it is not surprising that much attention of both Ukrainian and foreign scientists has been paid to studying and countering it.

As our state aims to become a full member of the European community, it is necessary to study in more detail the advanced experience of foreign scientists studied transnational economic crime. Understanding of the directions of international studies will allow more effective interaction with foreign colleagues, and this will improve the quality of countering transnational economic crime both at the domestic and international levels.

**Knowledge Level.** The thoughts of foreign researchers on certain issues of combating transnational economic crime have been researched and quoted by V.A. Hlushkov, P.D. Bilenchuk, V.V. Korolchuk, G.P. Zharovska, E.D. Skulish, V.S. Polyanska, A.N. Gargat-Ukrainchuk and other domestic researchers. However, Ukrainian scientific thought there still have no understanding and generalization of how transnational economic crime studies are carried out in foreign English-speaking countries, and the latest research by English-speaking authors has not been analyzed.

**The purpose of the article** is to study and analyze issues related to scientific research of English-speaking scientists regarding transnational economic crime, countering transnational economic crime and conditions conducive to such opposition.

**Statement of Basic Materials.** Starting an analytical review of scientific studies of foreign scientists on the issue, it should be noted that the number of foreign studies in this area began to grow rapidly in the 80-90s of the twentieth century, when the world realized that globalization processes lead not only to an increase in welfare and greater openness of countries in common policy and trade, but also caused an increase in crimes with an international component. Criminal groups around the world easily understood the enormous benefits that can be obtained using the latest achievements of science and technology. Therefore, scientists and practitioners from around the world, and above all from English-speaking countries, started to explore ways to counter this threat. In this article, we present an analytical review of some of the studies on countering transnational organized crime.

One of the first researchers of this phenomenon was Alan Castle. In his study of 1997, he notes that transnational organized crime is a security threat, in the meaningful sense of the word. The author in the first

section considers the statements of well-known politicians and lawyers that have been made regarding the status of transnational organized crime as a security threat, and thus offers characteristics that can be expected a priori from such a threat — that is, how to predict a threat to national security as soon as you see a certain phenomenon. In the second section, the author examines the concept of transnational organized crime, both conceptually and empirically, in order to present a clearer picture of this phenomenon and to evaluate the various ways in which its existence and activity pose a potential security threat. Finally, the researcher proposes an assessment of the degree of justification of the fears that were set forth in the first chapter. At that time, the author came to the conclusion that while the threat posed by criminal groups to the security of well-organized states is generally exaggerated, especially in the context of short-term existential threats, such a threat is at the same time very real for poorly institutionalized, undemocratic states and, therefore, for democracies only from the point of view of the future democratic development and political stability of new areas of democratization [3]. Modern scientists do not agree with the researcher in assessing the situation, although the presence of weak democracies undoubtedly contributes to the development of transnational economic crime. However, developed transnational economic crime, which covers only countries with unstable economies and weak government regulation, does not make sense, since it is the economic inequality between countries that contributes to a significant number of transnational economic crimes.

Many foreign authors analyzed international economic crime in the context of transnational organized crime, noting that the existence of these two concepts is impossible one without the other. So, a large-scale historical and analytical study of transnational crime has been conducted by Robert Mendel in his work “Dark Logic: Transnational Criminal Tactics and Global Security” [4]. The author notes that after the end of the Cold War, transnational non-state armed groups were the main source of global instability, transporting illegal flows of people, goods and services across international borders. And since this activity is very multifaceted and can be easily integrated into society, these formations remain largely invisible until the invasion becomes permanent and difficult to eliminate. Thus, the threat of transnational organized crime ultimately undermines the security of countries around the world, including economic, cultural and political dimensions, and currently presents a challenge to international security, which is striking in its scope. R. Mendel thoroughly analyzes when and how transnational organized crime can use corruption and violence to achieve its goals, and when and how these criminal acts affect individual and state security the most. More importantly, the author determines when and how to successfully deal with the negative consequences of this tactic and activity. In doing so, he carries out a unique analysis of contemporary global security issues.

Jay S. Albanese in his work “Transnational Crime and the 21st Century: Criminal Enterprise, Corruption, and Opportunity” uses case studies, interviews and cutting-edge research to study links between transnational crime and organized crime [1]. Although the author is a well-known criminologist and he conducts basic research, however, the book is designed for a wide range of students and, therefore, written in a somewhat provocative journalistic style.

The scale and sectoral division of organized transnational criminal activity increased dramatically over the period from 1977 to 2002, according to Mets Berdal (Director of International Studies at the International Institute for Strategic Studies) and Monica Serrano (Mexican politician and lawyer). They submit 14 reports that address issues of whether there is something fundamentally new in the activities of transnational criminal corporations and whether it is a greater threat to the international political and economic system. The relationship of organized crime with the processes of economic globalization is considered in the reports, which dealt with the growth of financial crimes and cooperation between criminal organizations in the era of liberalization. The following reports explore the role of international and regional organizations in the fight against criminal activity. At the end, regional studies from Europe, the Balkans, the Middle East, and Latin America are provided [2].

In addition, certain labor is devoted to the consideration of precisely countering organized economic crime within certain

countries or organizations, or, conversely, within the whole world. For example, the work of Amandin Scherer “G8 against Transnational Organized Crime (Global Finance)” [5] is dedicated to the joint work of experts from the countries of the so-called G8 (eight leading countries of the world) against transnational economic crime. The author notes that the fight against money laundering, drug trafficking, illegal immigration, cybercrime and helping to strengthen judicial and police cooperation in criminal matters has been at the center of attention of the G8 since about the 1990s. This book sheds light on the nature, structure and method of work of the special G8 expert group on transnational organized crime, analyzing the development, production and implementation of relevant international norms and standards by this expert group. The book contains a detailed analysis of the insufficiently studied aspect of international politics: the intensification of the exchange of experience and enhanced cooperation against transnational organized crime at the international level and at the level of relevant expert groups and organizations. Such cooperation, the researcher notes, ultimately led to the intensive development of recommendations of the so-called “soft law” and the introduction of best practices. Until now, quite a few studies have focused on the organization and activity of expert groups: what kind of experts do they consist of, what character and influence does their collective work have in the global fight against organized crime.

G. Srikanth considers the fight against transnational crime in the countries of ASEAN and India. The author notes in his article that transnational criminal organizations have become one of the biggest threats to the sovereignty and economic development of modern states. Thanks to the globalization of business, improved communications and the rapid development of technology, such organizations have achieved a global level. Traditionally, states are set to combat the threats that arise as a result of subjects actions within the state. So, at first, it was not clearly defined how to deal with non-traditional threats, which were transnational criminal networks. Development of military capabilities, effective border patrol, strengthening military intelligence, etc. were considered as effective means of containing the problems that these non-state players create. However, this experience has led states to develop appropriate strategies at the regional and global levels to counter transnational threats. Against the background of various initiatives taken at the regional and global levels, the author assesses certain initiatives undertaken by India and ASEAN countries in combating the threats that transnational criminal organizations create. The study stresses the need to develop an integrated approach, goes beyond military solutions, and concludes on the need to solve important problems and problems of people, as well as to involve the public in the fight against transnational crime [6].

Some English-language authors, instead of examining transnational economic crime in general, delve into its specific industries. Therefore, one of the most interesting is the work of Antonius Johannes Gerhardus Tijuis “Transnational crime and the legal trade and antiquities trade” [7] from the point of view of the investigation of transnational economic crimes related to the issue of transnational movement of crime objects. The trade in illegal art and antiques was chosen by the author for several reasons. On the one hand, since this type of crime is known for its complex interaction between legal and illegal players, and on the other hand, since empirical studies of this type of crime are not enough.

The researcher focuses on the interaction between legal and illegal actors involved in transnational crimes. Such an interaction, as illustrated by the cases of Udo Proksha and Cornelia M., can sometimes be quite complex and multistage. Through this complexity of such cases, the interaction of various participants in crimes cannot be easily described using distinct and mutually exclusive categories, such as “transnational (organized) crimes”, “legal enterprises” and “government agencies”. Using case studies, the author shows that the boundaries between transnational crime, terrorism, corporate crime and state crime disappear. According to the researcher, the practical characteristics of the cases described by him turned out to be much more common for transnational crimes in general than was previously thought. So a study that focuses solely on the interaction of legal business entities and criminals, according to the author, can be an important and necessary addition to existing research. By studying the relationship between legal

and illegal players, one can understand the rather thin line between transnational crime, corporate crime and other types of crime. Only after these boundaries coincide transnational crimes can be considered from a broader perspective. From this point of view, transnational crimes always occur against a specific background of economic factors, government policies and gaps in legislation, as well as other factors. In addition, a systematic study of the interaction between legal business entities and transnational crime can help identify the different types and causes of such interaction. Finally, since the practical issues of the interrelationship of legal business entities with all types of transnational crimes are being clarified, the international community can develop more effective legislative and policy tools to counteract such a relationship.

The first half of the mentioned research is based on already existing literature on transnational crimes. In the second half, empirical studies are described by the author of the illegal trade in art and antiques, which has been done specifically for this study.

From the works of foreign scientists it can be concluded that their research is related to the works of Ukrainian scientists as follows:

- foreign English-speaking scientist consider transnational economic crime as an integral part of transnational crime in general. Therefore, the issue of countering transnational economic crime is also considered in the context of countering transnational crime;
- as well as domestic researchers, their foreign colleagues recognize transnational economic crime as one of the most difficult challenges of our time and are resolute in expressing the need for fighting and fighting this shameful phenomenon;
- in foreign English-language studies, as well as in domestic ones, there are general studies that consider transnational economic crime as part of transnational crime (including violent crime, human trafficking, etc.) and investigate the interrelationships between these phenomena; economic crime as a certain threatening phenomenon in the criminal world and the study of individual sectors of transnational economic crime.

The difference in the approaches of domestic and foreign researchers is as follows:

1) the works of foreign English-speaking researchers quite a few relate to general theoretical questions. This is due to the influence of the relevant provisions of the common law, according to which theoretical questions (such as determining what exactly is a crime, what types of punishments exist, what exactly should be considered “cross-border”, etc.) are related to the so-called doctrinal questions. They are considered in the general course of law. Therefore, researchers of transnational economic crime focus on specific types of transnational crimes and, accordingly, on the punishments specifically for these crimes;
2) the works of foreign English-speaking researchers are usually designed for a wider range of readers, among which legal experts or students who have not yet studied certain branches of law. This means that to attract readers and to draw more attention to their work, foreign English-speaking researchers consider it necessary to present the text in a journalistic, more interesting for a wide audience, style. Charts, graphs, various drawings are welcome; they attract the attention of the reader, as well as practical situations and their detailed explanation. At the same time, foreign English-speaking researchers avoid very complex sentences and try to clarify all the terms used by them. Therefore, it may seem that the work is superficial, but we cannot agree with this;
3) quite frequent in modern English-language studies cases where one's own experience or relevant materials that substantiate the opinion of the author or authors are contained at the end of the study. This differs from the approach of the Ukrainian scientists, who usually make references to the corresponding studies in their own text, without citing their full content.

## Conclusions

Transnational economic crime is currently considered one of the most threatening factors since it falls under the jurisdiction of two or more states. Such crimes threaten public, national and international security, thereby destroying global trade and economy, causing poverty among the people of the countries concerned and provoking other types of crime. That is why those who are threatened by the world economy need joint, coordinated efforts aimed at creating adequate strategies, forms and methods for international protesting of transnational crime. Based on this, there is a form of a single law that adequately describes the scope and consequences of the danger from such a crime.

Unfortunately, it should be stated that the world is still not the product of effective strategies to combat this phenomenon. Thus, the study of the problems of transnational economic crime protests will be continued, since their relevance only grows with time.

**Prospects for Further Research.** We believe that further research should be aimed at improving cooperation with English-speaking scientists in the issue of improving the international legal regulation of countering transnational economic crime, especially considering the opportunity for researchers of our country to make a significant contribution to this issue by providing their own unique research and development best practices for the study of foreign colleagues.

## References

1. Albanese, Jay S. Transnational Crime and the 21st Century: Criminal Enterprise, Corruption, and Opportunity. - Oxford University Press; 1 edition (January 12, 2011). – 176 p.
2. Berdal M., Serrano M. Transnational organized crime and international security: business as usual? / Berdal, Mats R; Serrano, Mónica. Boulder, Co: Lynne Rienner Pub, 2002. – 243 p.
3. Castle, Allan. Transnational Organized Crime and International Security / Allan Castle // Institute of International Relations; The University of British Columbia. Working Paper. – 1997. – №19. – p.p. 1-14.
4. Mandel, Robert. Dark Logic: Transnational Criminal Tactics and Global Security. - Stanford Security Studies (Stanford, CA: Stanford University Press, 2011). – 268 p.
5. Scherrer, Amandine. G8 against Transnational Organized Crime (Global Finance). – Routledge, 2009; 1 edition. – 200 p.
6. Srikanth, H. Combating Transnational Crimes in the Era of Globalization: Strategies for India and the ASEAN / H Srikanth // Sage Journals. – 2017. – December, 27. – [Online source]. – link: https://journals.sagepub.com/doi/pdf/10.1177/0020881717728157.
7. Tijhuis, Antonius Johannes Gerhardus. Transnational crime and the interface between legal and illegal players: The case of the illicit art and antiquities trade. - Wolf Legal Publishers, 2006. – 242 p.

# ENSURING THE RIGHTS OF THE WITNESS DURING INTERROGATION IN THE AREA OFANTI-TERRORISM OPERATION (OPERATION OF UNITED FORCES)

***Mykola Turkot***
*Head of the training department and further training of military prosecutors of the National Prosecution Academy of Ukraine, candidate of legal sciences, associate professor*

**Abstract** Fighting terrorism in any country in the world requires strict observance of the law. Investigation of criminal cases and their judicial examination relies on collected evidence. In Ukraine, the sources of evidence in a criminal trial are: testimony of a witness, documents, expert's report and material evidence. In the area of the antiterrorist operation the interrogation of a witness is very important.

Therefore, in this article the author issues related to the preparation of a military prosecutor for the interrogation of a witness, interrogation during the investigation of the crime and consideration of a criminal case in court.

Particular attention is paid to special attention is paid to ensuring the rights of a person during his interrogation as a witness, taking into account the combat and post-combat situation.

Options are offered for the preparation and conduct of such procedural actions as interrogation.

**Keywords:** *human rights, witness rights, antiterrorist operation, interrogation, crime investigation, combat situation, witness safety.*

## Introduction

It will not be a mistake to point out that in all criminal proceedings without exception interrogation of a person is performed as an investigative procedure (procedural action). Testimony of the witness, the victim, the suspect, the accused, the expert is one of the four sources of evidence in the criminal process of Ukraine if received in the manner prescribed by law.

In criminal proceedings on war crimes, the general provisions of pre-trial investigation and judicial proceedings are applicable. At the same time, the subject of interrogation in such criminal proceedings has certain characteristics due to many objective factors.

**Basic material.** Procedural guidance of pre-trial investigations in criminal proceedings on war crimes is a complex of organizational and procedural measures for implementation by the military prosecutor of a constitutional function in criminal proceedings aimed at the fulfilment of the criminal proceedings specified in Article 2 of the Criminal Procedure Code of Ukraine (hereinafter – the CPC). A logical continuation of the prosecutor's procedural activity in criminal proceedings is the implementation of another constitutional function of the prosecutor's office - the maintenance of a public prosecution, which lies in bringing prosecution to the court in order to ensure the criminal liability of the person who committed the criminal offense[1].

Military prosecutors are subject to procedural guidance for pre-trial investigations of criminal offenses stipulated by the Art. 402-421, 423-435 of the Criminal Code of Ukraine (war crimes) as well as those committed by servicemen of law-enforcement bodies and other persons specified in the par.4 of the Art. 216 of the CPC of Ukraine

[1]Turkot M.S. Features of maintaining a public prosecution in criminal proceedings on military service crimes // Bulletin of the National Prosecution Academy of Ukraine. – 2013 – №2 – P. 64-68.

(jurisdiction) serving and / or working in the relevant state bodies or institutions. At the same time, in case of committing a crime, the military prosecutor whose post is specified in par. 1-4; 5-11 of part 1 of the Art. 216 of the CPC of Ukraine, officers serviceman of the high rank of the Armed Forces of Ukraine or another military formation of Ukraine as well as the crime stipulated by the Art. 410 of the Criminal Code of Ukraine, a pre-trial investigation is carried out by detectives of the National Anti-Corruption Bureau of Ukraine and procedural guidance to the pre-trial investigation by prosecutors of the Specialized Anti-Corruption Prosecutor's Office.

The military formations in Ukraine are the Armed Forces of Ukraine, the National Guard of Ukraine, the Security Service of Ukraine, the State Border Guard Service of Ukraine, the Department of State Protection of Ukraine, the Foreign Intelligence Service of Ukraine, Military Service of the Law Enforcement in the Armed Forces of Ukraine, State Special Transport Service of the Ministry of Infrastructure of Ukraine, State Service for Special Communications and Information Protection of Ukraine, etc.

Adoption of the new Criminal Procedure Code of Ukraine and the Law of Ukraine "On amendments to some legislative acts in connection with the adoption of the Criminal Procedure Code of Ukraine[2]" led to liquidation of such military formation as a military prosecutor's office in the composition of prosecution authorities of Ukraine. In 2013, specialized military prosecutors were established on the military base, which maintained supervision over adherence to laws in the military sphere. The Law of Ukraine of 14.08.2014 "On Amendments to the Law of Ukraine on the Prosecutor's Office "regarding establishment of military prosecutors[3]", activity of military prosecutors was restored. The Institute of Military Prosecutors and the Law of Ukraine "On Prosecutor's Office" as of October 14, 2014, according to which the military prosecutor's offices are part of the prosecution authorities of Ukraine, are preserved. This decision is due to many factors, especially the need to ensure military security of Ukraine, supervising the observance of laws by military formations, military law enforcement agencies and intelligence agencies of Ukraine, which are formed by soldiers[4].

Peculiarities of procedural guidance conduction to pre-trial investigation in criminal proceedings on war crimes are stipulated by: a) criminal-law structure of the crimes of this category; b) presence of competition of general and special norms, which is typical for war crimes; c) peculiarities of generic and direct objects of these crimes; d) presence of a special subject of war crimes – a serviceman (a military man, a reservist during the passage of charges) and in the case of committing a military service crime – a military official; e) the specifics of the subject of evidence in criminal proceedings for war crimes; e) a feature of forensic examinations which are appointed during the pre-trial investigation and judicial review of criminal proceedings for crimes in this category; g) the necessity of conducting secret investigatory (search) actions during pre-trial investigation of criminal proceedings on certain war crimes; c) the need for simultaneous application of several means of criminal proceedings in such criminal proceedings (such as home arrest as a preventive measure and removal from office); i) the absence of a single investigative and judicial practice for the application of administrative, criminal, criminal procedural law of Ukraine[5].

Evidence is the information provided orally or in writing during the interrogation of a suspect, accused, witness, victim, expert on the circumstances known to him in a criminal

[2] On amendments to certain legislative acts in connection with the adoption of the Criminal Procedure Code [Text]: Law of Ukraine: official text as of July 2, 2015 / Official web site of the Verkhovna Rada of Ukraine [Electronic resource]. – Access mode: http://zakon.www.rada.gov.ua/

[3] On Amendments to the Law of Ukraine "On the Prosecutor's Office" regarding establishment of military prosecutors [Text]: Law of Ukraine: official text as of August, 14, 2014 / Official web site of the Verkhovna Rada of Ukraine [Electronic resource]. – Access mode: http://zakon.www.rada.gov.ua/

[4] Problems of criminal-legal qualification: teaching methods. / M.H. Armanov, O.O. Knizhenko, N.M. Yarmish and others. - K.:, National Prosecution Academy of Ukraine, 2017. - 392 p.

[5] Turkot M.S. Statement of the witness as a source of evidence in criminal proceedings regarding crimes committed in the area of the ATO / M.S. Turkot // Peculiarities of procedural evidence in criminal proceedings about crimes committed in temporarily occupied territories: Materials II of the Round Table (3 of November 2017). – K.: National Prosecution Academy of Ukraine, 2018. – 124 p. – p.104-108;

proceeding that are relevant to this criminal proceeding (par. 1 of the Article 95 of the CPC).

Under the general rule, a person should only testify to the facts perceived personally, except in the cases provided for by the Code (par. 5, Article 95 of the CPC). Such cases include, in particular, testimony from other people's words, requirements for admissibility stipulated in the Art. 97 of the CPC. Witness testimony is the most common source of evidence in criminal proceedings.

Definition of the concept of "witness" is contained in par.1 of Art. 65 of the CPC. Similarly, as witnesses to the conduct of the investigative (investigative) action during the trial, interrogators can be questioned (par. 7 of the Article 223 of the CPC), persons who conducted secret investigation (investigative) actions or were involved in their conduct (par. 2 of the Art. 256 of the CPC), and persons whose actions or contacts were the subject of such actions (par. 3 of the Article 256 of the CPC).

Collection of evidence (including establishment of a person witnessing a criminal offense) is carried out not only by the prosecution party, but also by the party of protection and the victim (par. 2 of clause 4 of the Article 42, par. 4 of the Article 46, par. 1 of the Article 93 of the CPC of Ukraine).

At the same time, unlike an investigator or prosecutor, the defence is not entitled to conduct a witness examination during a pre-trial investigation and to make any procedural documents (for example the interrogation protocol, the simultaneous interrogation of two or more persons, an investigator's experiment etc.). Under par. 8 of the Article 95 of the Criminal Procedural Code of Ukraine, the parties to the criminal proceedings, the victim has the right to receive explanations from the participants of the criminal proceedings and other persons with their consent, which are not the source of evidence. In the absence of references to preliminary explanations of a witness to a lawyer, it will be difficult to convince the presiding judge that the examined person may know circumstances claimed for interrogation and the facts that are subject to proof in the course of criminal proceedings. On his behalf, the prosecutor may thoroughly object to satisfaction of this petition in the preparatory proceedings and propose to return to its decision in the process of studying evidence by the court[6].

The above mentioned is confirmed by examples from the practice of the European Court of Human Rights. *In particular, in case of "Kraksy v. Italy" 34896/97 as of 5 December 2002, the Court stated that Mr. Kraksy had not precisely indicated the circumstances in which that witness (defense) could testify, which led to the refusal of his subpoena[7].*

Preparation of the military prosecutor for the interrogation of a witness in court proceedings begins much earlier than this procedural step. As a rule, the investigator (prosecutor) questions the vast majority of witnesses of the offense, as well as those who learned about these circumstances from other persons, during the pre-trial investigation.

The exception make witnesses, which were not known about until the indictment was sent to the court or those who stated about their knowledge of the facts specified in the Art. 91 and / or 96 of the CPC of Ukraine. At the same time, the law allows the prosecutor: a) to take part in interrogation of the witness by the investigator; b) interrogate him personally; c) conduct simultaneous examination of a witness and suspect, victim, other witness, etc.

Possibility of a prosecutor's presence during an investigative experiment (identification of a person, objects) other investigative actions, during which the possibility of giving evidence is provided, is not excluded. Most commonly, this testimony is consistent with previous evidence of a person and other evidence in the proceedings; sometimes – not agreed. That especially regards the witnesses who were questioned at the request of the defense.

At the same time, the prosecution is entrusted with the duty to ensure the presence of witnesses during the trial to exercise the right of the defense party to interrogate in front of an independent and impartial tribunal. This requirement follows from the provisions of subparagraph *"d", par. 3 of the Art. 6 of the European Convention for the Protection of Human Rights and Fundamental Freedoms of 04.11.1950[8] and*

[6] Turkot M.S. Forensic examination: scientific and practical guide. Practical methods./ M.S. Turkot, O.V. Yeni, H.O. Hanova, L.B. Kovalenko, V.V. Koziy et al.; as revised by I.I. Prysiazhniuk. – K.: National Academy of Prosecutors of Ukraine, 2017. – 174 p.

[7] Jeremy McBride. European Convention on Human Rights and Criminal Procedure. – K.: «K.I.C.», 2010. – P.279–280.

[8] Convention for the Protection of Human Rights and Fundamental Freedoms: Official text: (with

*par. 5 of part 2 of the Art. 87 of the CPC of Ukraine (Inadmissibility of evidence obtained as a result of a significant violation of human rights and freedoms)*. The fact that the prosecution party is obliged to prove the guilt of an individual beyond reasonable doubt is referred to in the par. 2 of the Art. 17 of the CPC of Ukraine.

The concept "beyond reasonable doubt" is explained in the judgment of the European Court of Human Rights in the case of *"Korobov v. Ukraine" of July 21, 2011, No. 39598/03*[9].

According to the content of this interpretation, *every evidence during its assessment may have some doubts, but if these are within the reasonable limits, it may be possible to adopt a judgement of conviction. The very "beyond reasonable doubt" situation arises when assessing the evidence that the existence of doubts is not consistent with the standard of proof. In cases of "John Murray v. The United Kingdom", 18731/91 as of February 8, 1996, "Falck v. The Netherlands", 66273/01, as of October 19, 2004; "Capo v. Belgium" 42914/98 of 13 January 2005*[10], the European Court of Human Rights has pointed out that the shifting of the burden of proof in one way or another on the side of defense is a violation of the presumption of innocence of a person. In the case *"Zhukovsky v. Ukraine" (No. 31240/03) as of March 3, 2011*[11], the applicant was convicted of a particularly grave crime on the basis of witness testimony, none of whom was present during the trial of a criminal case in Ukraine. The court did not hear the testimony of these witnesses directly, and the accused had no opportunity for their cross-examination.

According to the Article 1 of the Law of Ukraine "On the fight against terrorism[12]", an antiterrorist operation (hereinafter – ATO) is a complex of coordinated special measures aimed at preventing, preventing and stopping terrorist activity, releasing hostages, ensuring public safety, neutralizing terrorists, and minimizing the consequences of terrorist activities.

The official beginning of the anti-terrorist operation is April 14, 2014, when Acting President O.V. Turchinov signed a decree on ATO. The following day, a decree "On urgent measures to overcome the terrorist threat and preserve the territorial integrity of Ukraine" was signed.

The following day, a decree "On urgent measures to overcome the terrorist threat and preserve the territorial integrity of Ukraine" was signed. According to the decree of the President of Ukraine №116 dated April 30, 2018, the format of the antiterrorist operation has been changed. Currently, the operation of united forces in the Donetsk and Luhansk Regions is headed by the military command.

With the Law of Ukraine "On Approval of the Decree of the President of Ukraine "On the Introduction of Military Status in Ukraine" № 2630-VIII of November 26, 2018, in Ukraine was introduced a military status for a period of 30 days: from 14.00 to 26 November 2018 to 14.00 December 26, 2018.

Military regime extends to Vinnytsia, Luhansk, Mykolaiv, Odesa, Sumy, Kharkiv, Chernihiv, Donetsk, Zaporizhzhia, Kherson Oblasts and inland waters of the Azov-Kerch water area.

According to the Law of Ukraine "On the Legal Status of Military Regime", the military status is a special legal regime introduced in Ukraine or in its separate areas in the event of armed aggression or assault, the danger of Ukraine's state independence and its territorial integrity.

This regime provides for the authorities, military command and local self-government bodies the powers necessary to prevent the threat and ensure national security, as well as to temporarily restrict constitutional rights and freedoms, rights and legitimate interests of legal entities, as stipulated by the law.

In conditions of ATO (operation of united forces) interrogation of a person can occur both at the place of commission of a criminal offense, just outside of it. In the first case, we

amendments and additions introduced by the protocol No. 11 as of May 11, 1994, with the protocol No. 14 as of May 13, 2004): [Electronic resource]. - Mode of access: http://zakon.rada.gov.ua

[9] Case of Korobov v. Ukraine: decision of the European Court of Human Rights: [Electronic resource]. - Mode of access: http://zakon2.rada.gov.ua/laws/show/974_790

[10] *Mc Bride J.* European Convention on Human Rights and Criminal Procedure. - K .: "K.I.C.", 2010. - P. 272-274.

[11] Case "Zhukovsky v. Ukraine": decision of the European Court of Human Rights: [Electronic resource]. - Mode of access: http://zakon5.rada.gov.ua/laws/show/974_714

[12] On the fight against terrorism [Text]: The law of Ukraine: official text: as of 06 April 2017 / Official website of the Verkhovna Rada of Ukraine [Electronic resource]. - Mode of access: http://zakon.www.rada.gov.ua/

deal with interrogation at the scene of crime, in the second - a pre-planned interrogation of the person. The benefits of interrogation of the first type are that the witness is under the influence of the event he witnessed and gives sufficiently detailed evidence.

However, during an interrogation near the site of the crime, the investigator is not able to prepare for this investigative action, which may lead to the omission of important circumstances, the absence of which will subsequently affect the validity of the version.

During the interrogation, which takes place after a certain period of time, the investigator relies on the results of the review of the place of the event; he assigned a certain amount of expertise; other materials relevant for criminal proceedings are received. Having prepared for interrogation, the investigator more tactfully lays questions to the witness-eyewitness. At the same time, due to some time for the testimony, the witness may miss the important details of the investigator, or consider them to be not worthy of attention.

In the event that the investigator decides to examine an eyewitness immediately, he / she prevents the following possible risks: a) regarding the probable loss of a known witness in relation to the circumstances of the commission of the crime; b) from the loss of other information relevant for the criminal proceedings. The above mentioned in full may also be applied to a witness who is not an eyewitness of the event but informs the information referred to in the Art. 96 of the CPC of Ukraine.

It is necessary to take into account the fact that at the incident scene, in the context of the anti-terrorism operation, there may be persons who have no relation to the commitment of a criminal offense. Moreover, these persons with a high degree of probability could have arrived at the place of the crime already after its commission in connection with the performance of official duties.

In particular, they can be witnesses who first came to the scene (as police officers, rescue units, medical workers, as well as citizens who provided first aid to victims or assisted rescue teams).

In a combat situation, the life and health of military personnel, employees of the prosecutor's office, the National Police are endangered. Therefore, in our opinion, it is advisable to change the provisions of the Art. 23 of the CPC of Ukraine "Immediate investigation of testimony, things and documents", indicating the possibility of recognizing evidence that was not subject to direct judicial investigation, but contained in interrogation protocols of a person who, due to death, illness, other valid reasons, can't appear in court. This way it will be possible to solve a number of problems that arise when the investigator (prosecutor) questioned a witness, but later he did not appear in court, for example, because of death, being in the surroundings, captivity, hospitalization in unconscious condition, etc. The author has drawn attention to these issues before[13].

At present, territorial and military prosecutors actively use the procedural right to question a witness in accordance with the Art. 225 of the CPC of Ukraine (interrogating a witness victim during a pre-trial investigation in a court session). It is necessary to distinguish conditions and grounds for conducting the procedural action of this type.

In determining the conditions for questioning a witness or a victim during a pre-trial investigation in a court session, the legislator refers to the existence of exceptional cases. Their list is given in the Art. 225 of the CPC of Ukraine: a) danger to life and health of a witness or victim; b) severe illness of a witness or victim; c) presence of other circumstances that may make it impossible for them to appear in court; d) presence of other circumstances that may affect the completeness or reliability of testimony of the witness or the victim.

The reason for interrogation of these persons in accordance with the Art. 225 of the CPC of Ukraine is the satisfaction of the investigating judge of the petition of the party to the criminal proceedings to conduct an interrogation of this kind.

The use of security measures for service men in criminal proceedings on war crimes is carried out in accordance with the procedure provided by the Law of Ukraine "On ensuring the safety of persons involved in criminal proceedings". At the same time, the application of security measures to a witness, a victim or a suspect in the course of military

[13] Turkot M.S., Hanova H.O. Problems of Pre-trial Investigation in the Area of Anti-Terrorist Operation / M.S. Turkot, H.O. Hanova // Bulletin of the Prosecutor's Office - 2014. - No. 12. - P. 11-20;

service has its own peculiarities. The algorithm of security measures directly depends on the category of criminal proceedings, the degree of risks (threats) to a serviceman, the specificity of the military formation in which the serviceman serves. In particular, it is necessary to take into account the category of military personnel assigned to a person who needs state protection in a criminal proceeding. Particular attention should be paid to national servicemen, since they are deprived of the right to free movement both on the territory of the military unit and outside its borders. These individuals are constantly in a soldier's environment, where it is very difficult to conceal the fact of communication with an outsider who has an investigator or prosecutor for the military unit. Sometimes it is impossible to transfer a serviceman who is ready to testify against a suspect in a court to another military unit. Therefore, the investigator, the prosecutor must carefully consider and apply a series of measures, including security measures against the witness, the victim, the suspect, which allow the latter to avoid unlawful influence on the part of the other party to criminal proceedings.

## Conclusions

Preparation of a military prosecutor for questioning a witness in criminal proceedings on military criminal offenses can't be limited to solving only those issues referred to in the article. In each case, the military lawyer has to acquire a personal, related to the resolution of the relevant controversial situation, experience. At the same time, observance of general rules of preparation for interrogation and its conduction, multiplied by personal experience, will allow to avoid abusive errors connected with violation of rights of the person during the pre-trial investigation and in court.

## References


1. Turkot M.S. Features of maintaining a public prosecution in criminal proceedings on military service crimes // Bulletin of the National Prosecution Academy of Ukraine. – 2013 – №2 – P. 64-68.
2. On amendments to certain legislative acts in connection with the adoption of the Criminal Procedure Code [Text]: Law of Ukraine: official text as of July 2, 2015 / Official web site of the Verkhovna Rada of Ukraine [Electronic resource]. – Access mode: http://zakon.www.rada.gov.ua/
3. On Amendments to the Law of Ukraine "On the Prosecutor's Office" regarding establishment of military prosecutors [Text]: Law of Ukraine: official text as of August, 14, 2014 / Official web site of the Verkhovna Rada of Ukraine [Electronic resource]. – Access mode: http://zakon.www.rada.gov.ua/
4. Problems of criminal-legal qualification: teaching methods. / M.H. Armanov, O.O. Knizhenko, N.M. Yarmish and others. - K.:, National Prosecution Academy of Ukraine, 2017. - 392 p.
5. Turkot M.S. Statement of the witness as a source of evidence in criminal proceedings regarding crimes committed in the area of the ATO / M.S. Turkot // Peculiarities of procedural evidence in criminal proceedings about crimes committed in temporarily occupied territories: Materials II of the Round Table (3 of November 2017). – K.: National Prosecution Academy of Ukraine, 2018. – 124 p. – p.104-108;
6. Turkot M.S. Forensic examination: scientific and practical guide. Practical methods./ M.S. Turkot, O.V. Yeni, H.O. Hanova, L.B. Kovalenko, V.V. Koziy et al.; as revised by I.I. Prysiazhniuk. – K.: National Prosecution Academy of Ukraine, 2017. – 174 p.
7. Jeremy McBride. European Convention on Human Rights and Criminal Procedure. – K.: «K.I.C.», 2010. – P.279–280.
8. Convention for the Protection of Human Rights and Fundamental Freedoms: Official text: (with amendments and additions introduced by the protocol No. 11 as of May 11, 1994, with the protocol No. 14 as of May 13, 2004): [Electronic resource]. - Mode of access: http://zakon.rada.gov.ua
9. Case of Korobov v. Ukraine: decision of the European Court of Human Rights: [Electronic resource]. - Mode of access: http://zakon2.rada.gov.ua/laws/show/974_790

10. *Mc Bride J.* European Convention on Human Rights and Criminal Procedure. - K .: “K.I.C.”, 2010. - P. 272-274.
11. Case “Zhukovsky v. Ukraine”: decision of the European Court of Human Rights: [Electronic resource]. - Mode of access: http://zakon5.rada.gov.ua/laws/show/974_714
12. On the fight against terrorism [Text]: The law of Ukraine: official text: as of 06 April 2017 / Official website of the Verkhovna Rada of Ukraine [Electronic resource]. - Mode of access: http://zakon.www.rada.gov.ua/
13. Turkot M.S., Hanova H.O. Problems of Pre-trial Investigation in the Area of Anti-Terrorist Operation / M.S. Turkot, H.O. Hanova // Bulletin of the Prosecutor’s Office - 2014. - No.12. - P. 11-20.

# INTERACTIVE METHODS IN SHAPING THE SOCIOCULTURAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS IN COLLEGE OF EDUCATION

***Victoria Kylyvnyk***
*researcher, Department of Theory and History of Pedagogy of the National Pedagogical University. M. P. Drahomanov, Kiev, Ukraine*

**UDK 378.093.2.091.26:[304:005.336.2]**

The advantages of interactive methods in forming sociocultural competence of future teachers of a foreign language in the pedagogical college are considered in the article. The possibility of forming all components of socio-cultural competence (cognitive, operational-procedural and motivational-value) through the use of interactive methods is proved for students of the pedagogical college. Various means (authentic texts, journalistic materials, excerpts from literary works, etc.) are analyzed for the purpose of effective use in order to form socio-cultural competence of students of the pedagogical college. Various means (authentic texts, journalistic materials, excerpts from literary works, etc.) are analyzed for the purpose of effective use in order to form socio-cultural competence of students of the pedagogical college. It is noted that the sociocultural competence of the future teacher of a foreign language, as an assimilation of the cultural and spiritual values of one's own and other peoples, is an instrument of education of an internationally oriented personality that realizes the interdependence and integrity of the world, tolerance to the cultural features of different peoples and the need for intercultural cooperation. The necessity of using interactive methods both during the classroom and in the process of non-auditing work with college students is proved. An example of the use of interactive methods during the study of students is one of the themes of the current program, which shows the effectiveness of the proposed approach to the formation of socio-cultural competence of future teachers of a foreign language in the system of pedagogical college.
**Keywords:** *sociocultural competence, interactive methods, future teacher, pedagogical college.*

## Introduction

**Relevance of the problem.** Modern changes in the social, political and economic spheres caused by the processes of globalization and European integration of Ukraine into the world educational space have led to a change in the requirements for the training of a future teacher. One of the most important requirements is understanding of the general socio-cultural context of their activity and the ability to independently orient themselves in the multicultural environment of modern society, as well as participate in the dialogue of cultures to solve pedagogical problems. In the context of the above consideration, the practical use of interactive methods in shaping the socio-cultural competence of future teachers of foreign languages in a pedagogical college is relevant and timely.

**Analysis of recent research and the publications.** The work of V. Andrushchenko, L. Vovk, I. Zazyun, A. Mischenko, V. Semichenko, A. Moroz, N. Kuzmina, V. Slastonina is devoted to the question of forming the professional readiness of the future teacher for pedagogical activity. The problem of forming the professional competence of future teachers of a foreign language, including sociocultural, is devoted to the dissertation work of Ukrainian researchers (G. Vorobyov, I. Zakirianova, V. Kalinina, L. Tishakova, S. Shehavtsova, etc.). However, the presence of a significant number of works leaves unresolved the problem of forming the socio-cultural competence of the

future teacher of a foreign language in college conditions.

**The purpose of the article** is to consider and analyze the practical aspects of the use of interactive methods in shaping the socio-cultural competence of future foreign language teachers in college conditions.

**Presentation of the main research material.** Having analyzed the psychological and pedagogical literature, in my study the sociocultural competence of future foreign language teachers is considered as an integrative personal quality based on the knowledge, skills and experience acquired at the pedagogical college, mainly during the study of a foreign language, and allows productively interact with representatives of other languages and cultures in the socio-cultural space. The structure of socio-cultural competence of the future teacher of a foreign language is defined as a set of cognitive, operational-procedural and motivational-value components. Methodical provision of the process of forming the sociocultural competence of the future teacher of a foreign language, while contributing to the development of speech and communicative competence, should be based on a dialogical approach that defines the subject-subjective interaction of participants in the pedagogical process, their self-actualization and self-orientation. In our opinion, interactive teaching methods are the most effective in our opinion, because they can be useful and promising both for the teacher and for the student, the future teacher of a foreign language, thanks to their independent activity and group interaction based on them. One of the tasks of a foreign language as an educational branch is to develop the ability of future students of a foreign language to communicate in a foreign language, that is, the formation of communicative skills: speaking, listening comprehension (listening), reading and writing. It is important in the process of formation of socio-cultural competence to ensure a high level of these communicative skills, which, in fact, will promote the use of interactive methods. The methodological basis for the introduction of interactive teaching methods during the formation of the sociocultural competence of the future teacher of a foreign language is the development of modern Ukrainian and foreign teachers in the field of teaching methods and technologies. The theoretical basis is systematic, personally oriented and activity approaches to the construction of didactic processes and the theory of optimization of the pedagogical process (Yu. Babansky, M. Potashnik). Theoretical and practical developments in this field include V. Guzeev, A. Gin, O. Pometun, L. Pirozhenko, A. Beans, and others. The term "interactive" came to us from English and has the meaning "interacting". There are different approaches to the definition of interactive learning.

Some scientists define it as a dialog teaching: "Interactive - means the ability to interact or stay in conversation mode, dialogue with something (such as a computer) or someone (a person). So, interactive learning is primarily a dialogue training, during which the interaction of subjects of pedagogical interaction "[2, p. 3]. Studying English is a prerequisite for achieving an adequate understanding between the interlocutors belonging to different cultures. English is taught not only as a means of communication, but also as a means of discovering another cultural world, comprehension of the complexity and multiplicity of the native language and national culture, national dignity and equality, the means of civic education, the development of the individual, its individual cognitive abilities, social opportunities, cultural needs [4, p.179]. The formation of future English language teachers of socio-cultural competence implies the availability of knowledge about the national-cultural peculiarities of the country under study, the norms of speech and infant behavior of its carriers and the ability to build their behavior in accordance with these features and norms [5, p.167]. The process of forming the socio-cultural competence of future teachers of English in the college is expedient to implement within the framework of basic vocational training, that is, on that subject content, which forms the basis for future pedagogical specialization. In this case, socio-cultural competence as a psychological neoplasm will become a central personality neoplasm. We believe that the formation of socio-cultural competence of future specialists should be based on their study of English language classes in the national culture of different English-speaking countries of the world. Future teachers of English must understand the difference between their native culture and other cultures, as well as

acquire skills to overcome socio-cultural differences. The strategic goal of modern teaching of a foreign language is formation the ability of future specialists to be effective participants in intercultural communication, which requires providing them with the necessary minimum of socio-cultural information that is absolutely necessary for adequate communication and mutual understanding at the intercultural level, as well as for the education of students by means of this information such personality traits that allow for direct and indirect communication with representatives of other cultures. The pedagogical college provides for a rather short time of training (3-4 years) the training of foreign language teachers. It was found that students of pedagogical colleges are young people aged 15 to 20 who have a certain level of imbalance due to chaotic life aspirations, ambition, and so on. Therefore, in order to effectively form socio-cultural competence for future teachers of English, it is important, apart from the selection of the socio-cultural component of the content of humanitarian subjects, to use informational, but problem-creative, interactive methods of mastering this knowledge. Students are defined as a kind of group whose purpose is to master the specially organized program of socio-professional qualities, preparation for the fulfillment of important social functions: professional, cultural, public-political, family, etc. The main areas of life of students are professional training, personal growth and self-affirmation, development of intellectual potential, spiritual enrichment, moral, aesthetic, physical self-improvement. A student at a pedagogical college is a young person who is characterized by a professional orientation, prepares for a highly skilled performance of the teacher's functions in the future. Taking into account the above, it can be argued that the college teacher should choose authentic texts and tasks for foreign language lessons, excerpts from the literature of the country in which the language is studied, samples of dialogues, speech samples and formulas, educational and communication situations, roles for mastering models of communicative behavior to avoid cultural shock and misunderstandings in communicating with native speakers. The use of modern journalistic materials for the purpose of forming future English language teachers of socio-cultural competence in college conditions is conditioned by the fact that the above-mentioned means represent a fragment of the national culture, which contains information about the political, economic, socio-cultural processes of modern English-speaking society and reflects the specifics of worldview, world perception of carriers languages - representatives of another culture. At the present stage, socio-cultural competence becomes more and more important. It represents the assimilation of the cultural and spiritual values of one's and other peoples and is a tool for the education of an internationally oriented personality who realizes the interdependence and integrity of the world, the need for intercultural cooperation to solve global problems. The future teacher of English today must have modern value orientations and experience of creative activity, be ready for cooperation. And this requires an experienced teacher to find new forms of educational process that activate the mental activity of students and need to possess certain linguistic means. Therefore, developing socio-cultural competence for future English teachers is not enough to perform only training exercises. The teacher must use the linguistic material creatively so that English language classes become a study that allows students to use knowledge of different subjects, as well as create conditions for foreign language communication. Proceeding from the foregoing, it is possible to form socio-cultural competence and to teach creatively to use the language only in the course of active communication (interaction) of all subjects of the educational process, therefore, the lessons should be dominated by the methods of learning, aimed not only at the learning of the language system. In exchange, they should come with interactive forms of learning, which add the process of training activities in nature, promote the development of them cultural shock and misunderstandings in communicating with native speakers. The use of modern journalistic materials for the purpose of forming future English language teachers of socio-cultural competence in college conditions is conditioned by the fact that the above-mentioned means represent a fragment of the national culture, which contains information about the political, economic, socio-cultural processes of modern English-speaking society and reflects the specifics of worldview, world perception of carriers

languages - representatives of another culture. At the present stage, socio-cultural competence becomes more and more important. It represents the assimilation of the cultural and spiritual values of one's and other peoples and is a tool for the education of an internationally oriented personality who realizes the interdependence and integrity of the world, the need for intercultural cooperation to solve global problems. The future teacher of English today must have modern value orientations and experience of creative activity, be ready for cooperation. And this requires an experienced teacher to find new forms of educational process that activate the mental activity of students and need to possess certain linguistic means. Therefore, developing socio-cultural competence for future English teachers is not enough to perform only training exercises. The teacher must use the linguistic material creatively so that English language classes become a study that allows students to use knowledge of different subjects, as well as create conditions for foreign language communication. Proceeding from the fore-going, it is possible to form socio-cultural competence and to teach creatively to use the language only in the course of active communication (interaction) of all subjects of the educational process, therefore, the lessons should be dominated by the methods of learning, aimed not only at the learning of the language system. In exchange, they should come with interactive forms of learning, which add the process of training activities in nature, promote the development of them will and liberation, which is the true basis for the development of the communicative compe-tences of future English teachers. In the process of teaching English you should use the following types of games: business, storyline, situational-role. For example, a business game includes simulation tasks, game design, situation analysis. This creates a complex of communicative skills and the ability to experience a partner in communication, the ability to identify themselves with him, to find ways to achieve a positive final result. It should be preferred to work in small groups, discussions, brainstorming, case-method, simulation, presentation, screenplay, etc. [4, p.181]. It is worth choosing the most appropriate tasks that would require students to easily and quickly accept the conditions proposed by the situation, as well as use improvisation [4, pp. 181-182]. We are convinced that the process of obtaining intercultural education is an endless process, so we should not forget about the enormous opportunities and extra-curricular work in English. Various contests, quizzes, exhibitions of creative works and wallpapers, evenings and theatrical productions - all these and other types of work involve students in the richness of the culture of another country in the broadest sense of the word, they form tolerant and interested attitudes towards English-speaking countries, their culture and the people Consider the above as an example of one of the topics of the program of studying English offered to college students - future teachers of a foreign language. In topic number 3 of the current program [6, p.8], entitled "National affiliation. Nationality Test. Developing writing skills ", instead of standard tasks (listening text perception), we offer snippets of text for radio broadcasts to various students who read the text on behalf of the lead and program participants - people living in the UK. People's thoughts are presented in a radically different way: one person thinks Britain is a multicultural place and believes that it differs from the Welsh and Scots and also feels like a European; the other - considers Britain a historic country and is proud of it. He also considers himself one hundred percent British and does not feel a European; The third thinks Britain is a multicultural country. There are Britons who tolerate people of other races, denominations, cultures, but they are minority and this is a problem; Another person was born in Pakistan, but she was born here and considers herself an Englishman, but also feels part of the Pakistani community; Another says Britain is very constitutional, feels like a Scottish nationalist and at the same time a European. Then we propose to confirm or disprove the statements:

- Great Britain is made up of four different nations: England, Northern Ireland, Scotland and Wales.
- In a poll, British people describe themselves as animal lovers and tolerant but suspicious of foreigners and reserved.
- Eighty-seven percent of British people thought the British were class-conscious.
- The first caller thinks Britain is an innovative place.
- She describes herself as English rather than place.

- The second caller feels European.
- The third caller is of Indian origin.
- She thinks Britain is multicultural but there is an intolerant minority.
- The last caller thinks Britain is a modern country.
- He is a Scottish nationalist and does not feel British.

Thus, by encouraging discussion, one of the interactive methods can not only update local studies, linguistic and socio-cultural knowledge of England, Scotland and Wales, but also deepen them, since controversial questions have encouraged students to prepare sound reports for the next lesson on peculiarities of behavior, attitude towards foreigners, aspirations to preserve and enhance their own language and culture of the British people. Subsequently, during the course of specialty courses, this was the basis for considering the actual Ukrainian contemporary - living in a multinational country, each of which has its own language, history, culture, traditions. Thus, on the example of many English-speaking civilized countries and their histories, it was possible to form students with a clear conviction that there was tolerance for other peoples. We consolidated this conviction with an individual task: write a piece of reflection (in English) about what suits you and what does not suit your country, city or region.

- What kind of things do you like about living in ….?

- What sort of things do you dislike about living in …?

- Where else would you like to live? Why?

During the examination of works, attention was paid to the development of students' mobility of knowledge and depth of understanding of country studies, linguistic and sociolinguistic material from the English language, the formation of skills to consciously operate the basic concepts, analyze, generalize information of socio-cultural content, and increase the flexibility of thinking. It was important to form students' ability to rationally choose material of a cultural nature and critically analyze it.

## Conclusions

During interactive learning a student becomes not an object but a subject of learning, he feels himself an active participant of events and his own education and development. It provides, among other things, a high level of cognitive motivation of students to study, which, in turn, promotes the effective acquisition of knowledge by students and the effectiveness of forming the socio-cultural competence of the future teacher of a foreign language.

## References

1. Vovk L.P. Clarification of the didactic model of science and discipline / L.P. Vovk // Scientific journal of the National Pedagogical University named after M.P. Dragomanov. Series 5. Pedagogical sciences: realities and prospects. - Issue 53: Collection of scientific works / Ministry of Education and Science of Ukraine, National. ped Untitled of the name of MP Drahomanov. - K.: View of the NPP named after MP Drahomanov, 2016. - P. 5-10.
2. Pometun O., Pyrozhenko L. Interactive Learning Technologies: Theory and Practice. - K., 2002. - 136 p.
3. The combination of innovative and traditional technologies of teaching Ukrainian and foreign languages as a factor in ensuring the effectiveness of knowledge: materials of the 2nd All-Ukrainian Scientific and Practical Conference / Kharkiv Trade and Economics Institute of KNUTU. - Kh. RVW KhTIE KNTUE, 2015. - 374 pp.
4. Lipshits L.V. Formation of Sociocultural Competence of Future Carriers of International Flights in the Process of English Language Learning / L.V. Lipshits // Pedagogical Almanac. - 2012. - Issue 15. - P. 178-182.
5. Chernukha N.M., Murzina A.V. Conditions for the formation of sociocultural competence of future teachers of philology / N.M. Chernukha, AV Murzin // Bulletin of Taras Shevchenko National University of Lviv. - No. 9 (172). - 2009. - P. 165 - 173.
6. Kushnir A.C. Working program on practical English course for students of the 2nd year in the field of preparation 6.020303. Philology (English and Literature). September 16, 2015: Vinnitsa Humanitarian and Pedagogical College. Department of German Philology - 32 p.

# SMART PEOPLE CREATE SMART TOWN

***Jaroslav Oberuč***
*Professor of education in Dubnica Institute of Technology in Dubnica nad Váhom, Slovak Republic*

**Abstract.** Liptovský Mikuláš is a beautiful town. It is not only a town, but also a wonderful place to live. The closeness of Tatra Mountains is felt throughout the year like nowhere else in the world. Not everyone was lucky enough to be able to settle in the centre of this viable town. If anyone asked what it was rich for, they would get a clear answer. It was not gold or silver, but the jewels of the spirit which were hiding in the modest Mikuláš's families. The history of traditions of this town can become a source of its new spiritual development. The task at present is to optimize the living conditions of the town's population and, at the same time, with regard to their great diversity, to awaken their interest in the city in which they live.
**Keywords:** *Town, town's history, city, population, availability of services, civic amenities, improving people's lives*

## Introduction

Let us not forget that the city is not just buildings but also the people living in it. People make up its natural core. Without them, any ideas on the city's development wouldn't make sense. Cities are people's stories. The basic statistics claim that, in the last century, only 10% of the population lived in cities, in 2050 it will be around 75%, which is around 8 billion people. (/architektura/urbanizmus/mesta-su-pribehmi-ludi, 2018). We cannot be indifferent to this prognosis.

We must ask questions not only about the globalization of the city, the urbanized way of life, but mainly about the understanding of the lives of people in this area. There is talk of returning to nature, but the tendency is different - urban structures are becoming more and more agglomerated. This will be the basic space for the people of the third millennium.

### 1 The city is a living organism

The city has become the most elaborate form and the most comprehensive manifestation of human and social life in the history of mankind. The city is a specific form of building of a human settlement, which was subject to the dynamics of the changes of its time and the development of the material and spiritual needs of its society. Nevertheless, many cities managed to preserve their cultural values, even though these were mostly related to their material wealth.

Healthy cities, municipalities and regions require introducing of sustainable development principles at local level. Their main goal is to develop processes that will have a positive impact on the quality of life, not only of the current inhabitants, but also on the lives of other generations of its population, all in cooperation with the public. Another requirement is to strengthen the activities and interests of the citizens about public events, with regard to sustainable development and the desires of the people.

A healthy city is therefore to be understood as a whole, consisting of local government, businesses, institutions, organizations, associations and, above all, its citizens.

Urban planners, architects, philosophers, but also the leadership of our town, seek the answer to the question of how to plan a city which is suitable and desirable for living and working (inspiracie/chcete-dobre-mesto-pozerajte-beznych-ludi, 2018).

Do we want to live in a prosperous city? The answer to this question is simple – let us look at ordinary people. What makes them create a community? Gradually built relationships based on day-to-day activities and interaction. People not only get to trust each other, but the relationships make the community strong in difficult times. The city must work for ordinary people in particular. No scientific principles work unless the city's design does not consider and observe the life, interests and opportunities of its residents. Everything else is an excess.

What is a role of a citizen in this? If citizens themselves are not active and interested, their problems cannot be solved. "You can lead a horse to water, but you can't make it drink." Unfortunately, at present, there are many citizens who have been socially struggling for a long time, have lost their motivation, hope and gave up. They became passive recipients of social benefits and services. Others expect the problems to be solved by the government or the state. The challenge for us is to awaken their determination and to give them the tools to escape from the vicious circle. It is a demanding and long process which requires financial resources, social workers and, of course, that all such people take the responsibility.

**What the town government really cares about**

What our town government really cares about are people, their opinions, wishes and desires. Where is Liptovský Mikuláš heading? The city, that's not just houses, squares, streets. Without its people, every city would be just a cold wasteland, for the city without people is like a body without a heart (Kultan, 2018, p.1).

It's time to think about where our town is heading. Where people who walk its streets every day are heading; people who go to work every day, children who are hurrying to school or discovering new playgrounds, mothers pushing strollers along the sidewalks, seniors going for a walk, runners, cyclists and all sport enthusiasts, every man who gives our town a heart. That is why the opinions and wishes of people are what really matters to the town government. That is why the largest survey so far of the wishes and desires of the people of Liptovský Mikuláš has been prepared. Once it is known what people really care about, the leadership can take the first steps to start shaping the future of our town.

**Foundation to the education about the relationship to the city is the education about its traditions**

Traditions represent a certain meaningful content of human activity which overlap the past and the present. They represent not only a link of the past with the present, but their great educational significance lies in the fact that they provide the foundation for the future (Oberuč, 2009, s.80).

Traditions can influence, motivate and regulate the thinking, feeling and behaviour of living generations. One of the basic traits of the traditions is their link to a particular time in the past and social events. They are the means of maintaining socially important resources.

History can be understood as an unpopular record, a list of years and dates of more or less significant events that the city has witnessed during its development. However, history can also be perceived as a phenomenon of Genius loci (a spirit in Roman mythology which protected a certain place). Today, this term is often used to describe a certain characteristic atmosphere of a place where we live, which we visit and pass. The touch of the past is present with every step, whether in the form of historical monuments, natural artefacts or in the way of how local people live.

The history of the town dates back to 1286 (Komárová, Lipták, Škrinárová, 2015) when the village was documented by writing. It was a property of Pongrác family and became the cultural and economic centre of their manor. The town bears the name after its patron, Saint Nicholas. At that time the town consisted only of a building of a Roman Catholic church and a few surrounding houses. History revealed three different names of the ancient seat: Latin Sanctus Nicolaus, Slovakian Saint Nicholas and Hungarian Szent Miklós.

The earliest history of this region began to develop much earlier, in the Stone Age. It was followed by a millennium of Lusatian culture, which is documented by bronze objects, ramparts, fortifications and the well-known Ondrašovecký treasure.

In the first century BC, the Celts with their advanced culture and crafts settled in the valley of the river Váh. Findings of ceramics and jewellery in central Liptov confirm the permanent Slavic settlement of the middle and western part of the Liptovská basin during the Great Moravian period.

It was during this time the Christianity became widespread. It was spread by the Benedictine monks from the pilgrimage sites scattered around Liptov. Some of the names of the hills and sites named after them remained until today (Svorad, Mních). Benedictine monastery in Sielnica was the centre for Central Liptov.

From the 14th century, Liptovský Mikuláš evolved as a principal seat; in 1677 it became the seat of the Liptov district. A legendary Slovak hero Juro Jánošík was executed here in 1713.

The town played an important role in the development of Slovak culture. In the 17th century, J. Tranovský, G. Fejérpataky-Belopotocký, M. M. Hodža worked here and on 27th August 1844 they founded association Tatrín. On 10th May1848 in Ondrašová, they publicly revealed a document called *"The Demands of Slovak Nation".* In 1897, the publishing and bookshop association Tranoscius was founded.

Inhabitants of the town were farmers and tradesmen. Tannery was the most developed of the crafts; there was a textile and chemical factory and alcohol refinery. Liptovský Mikuláš was one of the most important centres of the Slovak Labour Movement. 1st May was celebrated by workers as soon as 1890. On the eve of the commemoration of 1st May, 1918 (this year we celebrate its 100th anniversary), the flames of the bonfire shone over the city from the nearby hill Háj. Demonstrators from all over Liptov met in front of the building of Čierny Orol in that May morning. After the parade, over 2000 participants gathered in the court in front of Čierny Orol for a rally meeting where not only social and civic demands were voiced but, for the first time in Slovakia, the participants joined the idea of the common Czech and Slovak state (Güntherova, 1967, p. 239). This significant event is reminiscent by the memorial board which was put up in 1928. (see picture)

Figure 1 Memorial Board on the historical building of Čierny Orol

Liptovský Mikuláš was one of the centres of the national liberation struggle also in later years. Heavy battles over the town were fought in World War II. On 4th April 1945 after two months of fighting, the town was liberated by the first Czechoslovakian military corps in the USSR.

In 1970, 41.1% of economically active people worked in industry. 61.7% of flats, a hospital with a clinic, schools, cultural-educational, tourist, recreational and sport facilities were built during the years 1946 - 1970. (Encyklopédia Slovenska, 1979, p. 74)

Slovak Museum of Nature Protection and Speleology which is unique in Slovakia needs to be mentioned, as well as the Jánošík exhibition of the Vranovský manor house in Palúdzka.

**Where is our town heading?**

It is normal that most people are looking at the town from the short-term point of view. One of the main reasons of why people prefer living in the town is a long-term individualisation of the society. People are more anonymous, which, for some, is a very important aspect. This particularly suits to young people who would finally like to break away from their families and enjoy their anonymity in full.

For this reason, the town is paying great attention to housing construction. Living in the town rather than the village is more important for young people in an attempt to build their careers. A smaller flat in town might be just enough for them. As there are more job opportunities in towns and cities, this is often the main reason why people prefer to settle there.

Another advantage of living in the city is often a financial difficulty, because the best option for young families who do not have enough money to build or buy a house are flats. While construction companies offer small-scale houses at lower prices, the final amount will often be up to three times higher after counting in the land and other additional parts and accessories.

There is also intense restoration of the housing fund. It is always useful to invest more when it comes to the reconstruction of block of flats. House owners who have agreed to renovate, even at the expense of a repayment, usually do not regret their decision. If to reconstruct, than the sooner and in a larger extent, the better. This was particularly true for those owners who are currently using money from the State Housing Development

Fund loans. Those who decided for multiple types of reconstruction works, such as insulation, exchange of old heating pipes or lifts could have gotten a zero interest rate, and that is a really good deal. At the same time, the renovation of the building will bring significant savings on energy usage, such as heating, hot water, electricity in common areas or gas in its own boiler room.

Convenience of living in the city is mainly in a tempting vision that the inhabitants do not have to worry about anything. The apartments in the city are connected to functional engineering networks; residents don't experience issues with the supply of heat, electricity or water. If failures occur, they are removed as soon as possible.

The advantage of living in the city is also the availability of services and civic amenities. That's why some of the parents prefer schools or nurseries located in the city because the choice is wider than of those in villages. Children have also an easier access to leisure activities, such as attending Primary Art School, Leisure Centre and various courses.

Another notable advantage of the city is better cultural possibilities of spending free time. There are more shops, restaurants, cinemas, banks, hospitals and many other institutions. Simply put, life in the city is more active and more dynamic, and it is not necessary to commute for work as much as when living in a village.

People living in the city also appreciate the proximity of the offices and authorities in which they can handle their affairs. There are more nurseries, daycare, primary, secondary and high schools and they are closer. Reach to health care is also faster. An unbeatable argument for living in the city is the opportunity to engage in various kinds of cultural and sporting activities.

If people feel that the town is lacking peace and quiet, or activities in nature, Liptovský Mikuláš is at the heart of tourism. Any part of the town or the surrounding areas of the Low Tatras can be reached by walking or local public transport.

Northern slopes of Chopok have always been the symbol of skiing. The demanding slopes in Jasná, Závažná Poruba, Jánska and Žiarska valley brought up Slovakian, Europe and World champions in skiing. Currently, Alpin skiing athlete Petra Vlhová and snowboarder Klaudia Medlová are the hopes for the champions who come from Liptov.

World known is also Ondrej Cibák's Wild Water Resort, where Michal Martikán and Elena Kaliská were training to become the Olympic winners. For this reason, from 3rd December 2004, Liptovský Mikuláš became the first town in Slovakia to use the honorary name "City of Olympic Winners".

Two of the world ice hockey champions Jerguš Bača and Marek Uram, Stanley Cup winner Martin Cibák and several other World and European champions live in the town and pass their knowledge and experience to the youth.

The Mayor emphasized that promoting sport and the Olympic thoughts, as well as a healthy lifestyle of children and youth in our town, is one of our priorities. (Liptovský Mikuláš is the City of Olympic Winners, 2004).

## Conclusions

Children gradually collect information about themselves and the world around. They receive the perception about themselves from the people who care for them. It is mainly the family, mother and father. Their positive responses support the child´s perception of them being loved, worthy of interest, which has a positive effect.

Family not only forms a social group, but its main function is to link people, as an expression of their interpersonal relationships, by which it becomes one of the most important parts of the natural system of human relationships. Family, as a factor of socialization and personalization of the child's personality, "is focused on the analysis of the problem of the relationship between family environment and the process of socialization and personalization of the child's personality".

# INFORMATIONAL COMPONENT OF METHODOLOGY OF TEACHING QUANTITIES AND THEIR MEASUREMENTS IN PRIMARY SCHOOL

***Ihor Puchkov***
*Candidate of Pedagogical Sciences,*
*Associate Professor of the Department*
*of Natural and Mathematical Sciences,*
*SHEE "Donbas State Pedagogical University"*
*19, H. Batiuk str., Sloviansk, Donetsk region, Ukraine*

***Volodymyr Sariienko***
*Candidate of Pedagogical Sciences,*
*Associate Professor of the Department*
*of Natural and Mathematical Sciences*
*SHEE "Donbas State Pedagogical University"*
*19, H. Batiuk str., Sloviansk, Donetsk region, Ukraine*

**UDK 373.3.016:51:004**

The article presents a study of the use of information technology in the study of quantities and their measurement in the elementary classes. It is noted that the use of information technology as an element of the information component in the organization of training, aimed at establishing associative relationships not only between individual concepts, terms, fragments of text in the educational material, but also between separate topics of the discipline, in particular, mathematics.

The article presents the study of using information technology in teaching quantities and their measurement in primary school. It is noted that the use of information technology as an element of the information component in the organization of teaching, is aimed at establishing associative relations, not only between certain concepts, terms, fragments of the text from the educational material, as well as between the themes of the discipline, in particular, mathematics. In the context of the topic of the article, such a feature of the conceptual essence of quantity as a high level of abstraction is noted, which causes significant difficulties in its understanding and mastering. And the implementation of the information technology into the traditional model of teaching quantities with the transfer a part of the teacher's functions (control, training, etc.) to the computer helps to rebuild it in the technological and in the effective aspects, because the computer implements both the

functions of the teacher and its specific ones. In order to provide a training mode with automatic task control, an electronic version of the training tasks on this topic is used.

It is noted that implementing electronic educational developments into the existing system of teaching schoolchildren the quantities makes the process of obtaining knowledge comprehensive and effective. This forms the young learners' system thinking, their ability to build models for abstract concepts of quantity types, the ability to materialize through these models the relations between certain concepts, understand the place of quantities in other scientific fields, in particular, in physical processes, natural science, labour, etc.

The article illustrates the fragments of using information technology in teaching the educational material from the theme "Quantities". The conclusions confirm that the informational component in teaching mathematics in general and information on the theme "Quantities" at the primary stage of education creates a strong base for the young learners' information competence, which enables schoolchildren to acquire knowledge of the quantities consciously and form the ability to rationally use the information about the quantities in their practical activity.
**Key words:** information technology, educational process, methodology of teaching, primary school, cognitive procedures, mathematics, quantities.

**Abstract**. *The article presents the study of using information technology in the process of teaching the quantities and their measurement in primary school. The peculiarities of studying the quantities in primary school are highlighted. It is noted that the concept of the quantity is, on the one hand, a connecting link between students' abstract ideas and the real world, and on the other hand – it is a general scientific concept, and it can be the basis of scientific and methodical vocational training of primary school teachers. General scientific concept developing is a complex process of consistent disclosure of qualitative and quantitative features of objects and phenomena of the world. Students do not master the concept immediately, but gradually learn its content, links and relationships with other concepts.*

*In the context of the article, such a feature of the conceptual essence of the quantity is noted as a high level of abstraction, which causes significant difficulties in its understanding and assimilation. The method of implementing the information technology into the traditional model of teaching the quantities with the transfer a part of the teacher functions (control functions, training, etc.) to the computer, which help to rebuild it in the technological and in the effective aspects, is proposed, because the computer realizes both the functions of the teacher and its specific functions.*

*In the article, in addition to the general functions of informatization of studying the quantities, certain methodological approaches are proposed, that contribute to the successful assimilation of the essence of the quantity notion and the mastery of operational methods of working with them, in particular, their calculation, comparison, and execution of arithmetic operations with them.*

*The article illustrates the fragments of using information technology in studying the educational material from the theme "Quantities".*
**Key words:** *information technology, educational process, methodology of teaching, primary school, cognitive procedures, mathematics, quantities.*

## Introduction

The central line of the primary school mathematics course is arithmetic and closely related content lines such as "Quantities", "Spatial Relations and Geometric Figures". The development of primary schoolchildren while learning mathematics largely depends on the assimilation of such concepts as the concept of number and size, the concept of a geometric figure, the essence of arithmetic operations, etc. They are essential for the formation of modern ideas about the world. The analysis of existing programs of various educational lines of primary school shows that the notion of quantity is, on the one hand, a connecting link between abstract concepts of students and the real world, and on the other hand, it is a general scientific concept, and therefore it can be the basis of scientific and methodological vocational training of primary school teachers. Forming general scientific concepts is a complicated process of consistent disclosure of qualitative and quantitative features of objects and phenomena of the surrounding world. Schoolchildren do not immediately master the concepts, but gradually learn its meaning, scope, links and connection with other concepts.

Traditionally, in teaching mathematics at primary school, the content of the content line "Quantities" is considered to be the most difficult for assimilation by the students. The reason for this phenomenon is, above all, the high level of the concept abstraction. Therefore, in the educational process, the concept of quantity in the students' consciousness is formed without definition, and in the process of doing their practical tasks related to measurement and based on observations, on personal life experience. Therefore, the teacher at the initial stages of the formation of the concept of quantity relies on the students' intuition.

Forming ideas, and then the concepts of quantities and their calculation is almost beyond the mathematics and has scientific significance, because these ideas and concepts are commonly used in studying other subjects at familiarizing the child with the world, and more – in practice activity of an adult. This fact is the cause of the ambiguity of this concept, which in turn is the source of various options for its definition. Naturally, this creates considerable difficulties in understanding and assimilating the concept of quantities, and in the methods of teaching it to students.

Studying the quantities at primary school and their calculation based on measurement is of great importance in the development of primary schoolchildren. This is due to the fact that the concept of quantities describes the real properties of objects and phenomena of the surrounding reality, and familiarity with the relationship between the quantities helps to create a coherent picture of the world. Studying the process of measuring and finding the value of quantities contributes to the formation of the practical skills that are needed in everyday life. In addition, the knowledge and skills associated with the quantities that children received at primary school form the basis for further study of mathematics in the middle school.

According to the National Doctrine of the Development of Education in Ukraine in the 21st Century, the main goal of the Ukrainian educational system is to create conditions for the development and self-realization of each individual as a citizen of Ukraine. The Doctrine determines the implementing of information pedagogical technologies that provide a high level of educational process, the formation of skills to think independently, use the computer, the ability to self-knowledge and self-expression, as one of the priority directions of the state policy in the development of education.

The theory and practice of educational and cognitive activity of the students has already clearly demonstrated that the most effective form of cognition is independent cognitive work.

Over the past decades, the methodology and practice of students' cognitive autonomy has been enriched with great experience. Scholars developed quite effective systems. Students who learn from these systems master the methods of solving cognitive tasks, are able to find the problem, find ways to solve it, use the acquired knowledge and skills in practical work and gain new knowledge.

One of the main functions of information in education is the use of computer technology in studying educational disciplines, among which mathematics is at the cutting edge. The development of primary schoolchildren during the teaching of mathematics to a large extent depends on the mastering of such concepts as "number" and "quantity", the concept of a geometric figure, the essence of arithmetic actions, etc. They are essential for the formation of modern ideas about the world [5].

In the context of the article topic, the analysis of existing programmes of various educational lines of primary school shows that the concept of the quantity is, on the one hand, a connecting link between abstract ideas of students and the real world, and on the other hand, it is a general scientific concept, and therefore it may be the basis of the scientific and methodological professional training of primary school teachers, in which computer technology occupies one of the key places in the system of innovative technology. Consequently, the question of the essence and content of the informational component of the methodology of teaching the quantities and their measurements in primary school is very **relevant**.

**Analysis of basic research and publications.** The development of information technology and their widespread use over the last decade has begun new approaches to the development of the child's personality today. The ability to navigate the information space has become one of the most important life competencies [7].

To date, science has already made significant achievements in the development

of information culture in general, and in the formation of computer literacy in particular. The following scientists in the field of pedagogy and partial methods such as M. Shkil, L. Landa, M. Zhaldak, M. Lievshyn, A. Tykhonenko and others have been concerned with the problem of the implementing the information technology into the educational process and, in particular, the process of teaching pupils to mathematical concepts and operations. In particular, M. Shkil studied the issue of forming students' computer literacy [9]. The ways of teaching students to algorithms and the forming their algorithmic thinking was studied by L. Landa [3]. He, in particular, noted that the ability of students to construct algorithmic schemes allows them to construct procedures for studying the concepts and explaining the relationships and patterns of their interaction, which enables students to master them at the creative level. Naturally, this also applies to the mathematical concepts and relationships, including those of the category of quantities. The same idea is followed by the well-known methodologist in the field of information technology M. Zhaldak [2]. A. Tkachev and A. Tykhonenko were involved in the study of quantities in primary school and, particularly, in the issue of modelling educational processes in teaching quantities [7] and studying geometric concepts [6].

The studies of V. Halal [10], V. Torosyan [11] and other researchers are devoted to the issues of implementing information technology.

Such researchers as V. Halal, B. Kershan, B. Hnidenko, M. Koliada, and others made a significant contribution to the development of other issues of using information technology in mathematics as a whole and in the study of quantities in particular.

**The purpose of the article** is to attempt to determine the essence and content of the informational component of the methodology of teaching the quantities in primary school.

**Presenting main material.**

The term "informational" is derived from the word "information", the meaning of which in the interpretive dictionary of S. Ozhehov are as follows:

1. Special information about the surrounding world and the processes occurring in it, and perceived by a man or special devices, for example, "Theory of information".

2. Messages informing about the state of affairs, about the state of anything, for example, video information, media information, etc. Obtaining information in a certain way determines the technology.

Consequently, "information technology" in the teaching methodology of educational disciplines is a technology of information transfer.

Education is a process aimed at the future. The core of the professional competence is not the student's knowledge, but the ability to use new information technology that have a social value, ability to solve problems that arise in various fields of activity. Therefore, the main direction of improvement of primary school education is the formation of the young learners' informational competence, the components of which are informational culture and computer literacy [10].

At present, in the field of using computer technology in primary school, two main directions can be distinguished: theoretical and applied. The first of these is aimed at using a computer to master the theoretical foundations of the mathematical concepts under consideration. The applied direction of using computer technology is presented as a technical learning tool [1].

After analysing the state of the issue in the methodological literature, the experience of teaching computer science that exists in Ukraine (through the Internet and related publications), two areas can be distinguished in this work:

1) teaching students the logical foundations of informatics and means of processing;

2) information. This direction provides with the formation students' logic of information processes, the development of rational thinking, acquaints with methods, tools and techniques of information processing. The model of this direction involves solving tasks of two types:

- tasks of a logical nature without the use of a computer, such as finding signs of an object, compiling a whole of the parts, building chains for finding an object (writing an address), using the simplest symbols (arrows, negations, combinations, equivalents), construction of simple graphs, etc.;

- technical tasks in which students learn about the means of information processing: templates of non-machine programming, with a calculator, work with the computer. Familiarization with these tools takes place in

the most general terms. Introduction to the computer here is provided as information: from which parts it is composed, which operations it can perform (to calculate, print text, answer questions, store information, and at any time give it according to demand, play, etc.), how to operate with the hardware (a keyboard and a mouse), turn on and off the computer, how to find information using the address.

3) educational activity, which includes the joint work of the teacher and students and is aimed at the formation of a system of knowledge, skills and abilities. It relates to the transfer of information from the teacher to students and the establishment of feedback. Here, the computer performs two functions – as an educational tool and as a means of learning. At this level, the teacher forms semantic skills in students through special exercises (recognition of objects by their terms and symbols, the allocation of essential features of objects, bringing objects under the concept, etc.), syntactic skills (reading and writing of symbolic expressions, construction expressions, etc.), the ability to model (the allocation of content parts of a task or object, compilation of whole parts, etc.), ability to plan (according to O. Savchenko) (to determine the purpose of work, to construct a plan for solving a task, etc.), the ability to systematically think (to break object on components of growth, explain their properties), the ability to structure (provide a plurality of objects common properties, identify links between them, etc.), computer skills (to do arithmetic).

Primary school programs do not envisage introduction of informatics as a separate subject. The recommendations suggest the introduction of computer science elements integrated with other subjects, in particular, with mathematics, or at the expense of the school component.

The use of information technology as an element of the *informational component* in the organization of teaching is aimed at establishing associative relationships not only between certain concepts, terms, fragments of the text in the educational material, but also between certain themes of educational discipline. So, in the course of primary school mathematics, in accordance with the program of L. Peterson in studying the general concept of arithmetic operation, the following questions are considered: what objects are performed an operation; what is it about; what is the result of the operation. At the same time, attention is drawn to both abstract operations (addition or subtraction of numerical values of quantities) and to specific ones (measuring the segment, surface, amount of body substance, interval between events, etc.). Performing these operations means scheduled activity, carried out according to the given programme (algorithm). In this case unbundled, branched and cyclic programmes are distinguished. Acquaintance with such issues not only helps to solve complex the tasks of the school programme successfully (the procedure in the expressions, algorithms of actions with multivalued numbers, the algorithm of transition from some units of measurement objects to others), but also prepares students for the acquisition of an important for modern life idea of programming.

A similar procedure is inherent in studying the notion of quantity. The operations of comparison and establishment of conformity between the elements of a certain set and numbers, which, in essence, underlies the concept of measurement, are considered.

Implementing the information technology into the traditional model of teaching with the transfer parts of the functions of the teacher (control functions, training, etc.) to a computer helps to rebuild it in the technological and in the effective aspects, because the computer implements both the functions of the teacher and its specific functions. In particular, when students are introduced to the measurement procedure, they are asked to compare two given segments, and by transferring the image of one of them, which corresponds to the number 1 (the measure), to determine the quantitative characteristic (the measure) of the second one in comparison with the measure. It is more accessible to compare the surfaces. In the case of your computer by allowing “dragging” impose one figure to another. The same procedure provides the ability to calculate the surface area of the given figure by a pallet. In this case, the teacher has the opportunity to individualize the tasks for schoolchildren and control the task doing of each student on his computer. Consequently, the use of computers in the teaching process makes it possible to effectively use the systematic ongoing work and verification of students’ knowledge in the

practice of teaching (based on unified knowledge disseminated on a standard carrier with automatic processing of the results of verification and the issuance of statistical data on the results of training). The use of the information technology in education creates the conditions for the integration of educational subjects, the formation of a single, holistic scientific picture of the world. In particular, information on the quantities in mathematics and the practical calculation of the results of research on natural science or the calculation of labour.

On the basis of these conditions, it is expedient to implement the methodology for not only partial use of computer science elements in the study of mathematics, language, science, work, painting, music, but at individual classes.

At the previous stage, the first direction of work is implemented, because students should be specially prepared for the use of computer technology.

During the first year of training, the formation of the logical apparatus of knowledge and the development of practical skills and computer skills take place.

It is advisable to form the logical apparatus of thinking in the course of teaching the disciplines of the basic component by doing special tasks. They can be:

On the board two sets of objects are painted. Students need to find out how these sets are different, to name those that are not in one of the sets. The task of this type forms students' ability to compare, to distinguish between general and different in sets of concrete objects.

Another task is one of the same type, but it is necessary to find differences in similar objects of the same set. This task is a little more complicated, because the comparison is not already between different sets, but between the elements of one set. This operation requires the student to already decompose the object into component parts. That is, the analytical activity of the student here is already rising to a qualitatively new level.

The next level of tasks for the development of analytical thinking already applies not to specific objects, but to abstract ones. This is a type of task: "Draw a broken line in the length of 10 cm" or "Continue the numeric row: 1, 4, 7, ..., 19", "Insert the missing numbers in the series 1, 3, ..., 7, ..." They develop the students' ability of analytical thinking with abstract objects, form the ability to compare them.

Tasks of this type with constant complications are done by students throughout the term of study – from 1 to 4 forms. But in the first form they occupy a special place, since during this period the development of abstract thinking is the most active. After all, in the first form, pupils are almost immersed in the world of abstractions: the designation of sound, word, digit, number, segment, arithmetic action, unit of measurement... And one of the students whose abstract thinking will not develop to the required level, doomed to lag. It should be noted here that the use of computer technology greatly contributes to improving the productivity of the lesson. It not only simplifies the control system for tasks execution, but also enables students to independently complicate their tasks, and even create new ones.

It should be noted that the teaching material of practically all basic disciplines at primary school provides an excellent ground for the tasks of the named type, including those in which the students meet the quantities. For example, in the lessons of mathematics when dealing with issues on the topic "Quantities" the tasks related to the transition from one unit of measurement to another (greater or lesser), or the problem of interdependence of the area of the figure with its perimeter, are quite useful. At the language lessons: insert missing letters in the alphabetical row, put letters in different sequences in order to get different words (ordering of letter sets), put different logical emphases in the sentence in order to get different meanings of the sentence, to rearrange the particle not for different meaning, etc.

Similar tasks should be used at the lessons of natural science, painting, and labour. Experience has shown that these tasks (first verbally, and then already in writing) should begin to be done literally from the first days of study. It should be noted that tasks of this nature can be easily interpreted in a computer version. In addition, this interpretation allows to specify the abstract image in a concrete fact.

All this work forms the logical apparatus of the primary schoolchildren, which is absolutely necessary for each of them for independent

cognitive activity. After all, productive cognitive activity involves, first of all, the ability to perform a comparison operation, the allocation of essential features of similarity and differences, the synthesis of the data obtained, the formulation of conclusions, and the construction of logical circuits of reasoning.

All this ensures the development of this logical apparatus, which is absolutely necessary both for carrying out independent cognitive actions, and for mastering the logic of the work of information devices, in particular, the computer.

Development of the students' initial skills of work on a computer should be carried out in parallel with the formation of the logical apparatus of thinking. After all, in order to use the computer, students must do some practical actions (manipulate with the keyboard, manipulator, turn on and off the computer, etc.).

Particularly important moment at this stage is the assimilation of the very essence of the computer by the students: what is it, why is it made, why do they have any devices? Therefore, on the first introductory lesson devoted to the computer, students should familiarize themselves with these issues. But this lesson should be carried out already when the students develop the primary logical knowledge. Experience has shown that starting this work is necessary somewhere in the second month of training.

It is best to devote a lesson to the first acquaintance with a computer to show it, to demonstrate some opportunities, to provide some historical information about the occurrence, to familiarize with the constituent parts.

Providing the following already information, developing practical skills shouldbe integrated in the process of studying various subjects. This is determined primarily by the sanitary requirements.

The first practical skills that students need to develop in their work with the computer is the ability to work with the "mouse" manipulator. This is quite a complicated action, which is difficult to perform even for an adult without training. Different tasks in various modifications are offered that require students to move the mouse pointer to a certain point on the screen, drag the object from one point to another on the screen, and so on. A fairly significant number of classes (8-10) are devoted to this work. If this work was done by students on a working computer in the first lesson, then on the second or third, according to the content capabilities, children are familiar with the keyboard.

After mastering the "mouse" it is advisable to teach students to work with the keyboard on a working computer. Here are the exercises of the game type: "Volleyball" to strengthen the small muscles of fingers and hands, "Fakir" – to work out the concentration of attention, "For Shopping" – to create skills for establishing a connection between objects, "Understand me" – for the formation of skills for receiving and transmitting information, transferring descriptions of objects by drawings, etc.

All these tasks are done individually on a computer. The independence of students in making decision is formed, that is a necessary component of cognitive autonomy.

As the learning of the described skills and abilities, students gradually move to the next level using computers in their cognitive activities – the development of the logic and the mastery of computer technology in the process of using it in teaching work. The preparatory phase takes the first year of study. During this period, students acquire certain knowledge of letters and words, sentences, and numbers and actions with them within 20.

At this stage, students must already be included in a cognitive search using a computer. Examples of such work are finding correct answers in calculations, recognizing geometric shapes, solving problems by various methods, compiling simple examples from given numbers, etc.

In terms of developing self-cognitive skills, special tasks should be used, such as: "Find the signs of similarity and differences between the figures (closed and open broken line, triangle and quadrangle, 2 + 3 and 3 + 2, product layouts, etc.)", "Find the words in", "Find the characters in the expression", "Check the correctness of the actions in the tasks for the relationship between the quantities (length, time, speed, price, quantity, value, etc.)", "Build a creative graphic composition", "Find the information you need").

It is difficult to overestimate the usefulness of a computer when solving combinatorial tasks. Their solution requires students of a rather high degree of abstraction and a logical solution is often not available to all children. Therefore, today, as noted by methodologists,

"insufficient attention is paid to the problem of studying the initial elements of combinatory. At the same time, the ability to solve combinatorial tasks positively affects the development of the child's personality, his level of cognitive skills". A computer here serves as the first helper. An example of using a computer in solving such problems is a lesson on the topic "The solution of combinatorial tasks by the systematic selection using the oriented graphs" (Grade 4). The task: "How many two-digit numbers can be compiled from digits 5, 8, 0, if the numbers in the number can be repeated?" Answer. It is possible to compile 12 numbers: 55, 58, 50, 53, 85, 88, 80, 83, 35, 38, 30, 33. [6, p. 74]

The doing of these tasks is already accompanied by corrective work of the teacher with a well-adjusted feedback provided by the local network. Most tasks are presented in the form of didactic games. Using the computer here provides a high pace of information exchange, full coverage of the class, absolute individuality of students, self-control and positive motivation. All this contributes to the sharp rise of cognitive independence.

Thus, the practice shows that "Under the condition of didactically thought-out implementing the information technology in the framework of the traditional lesson there are unlimited opportunities for individualization and differentiation of the educational process, each student's development of his own educational trajectory in obtaining knowledge is guaranteed. There is a significant change in the educational process, its reorientation on the development of thinking, the imagination as the basic cognitive processes necessary for quality learning; effective organization of cognitive and independent activity of students is provided; the ability to cooperate, self-improvement, self-realization, creativity, etc. manifests" [7, p. 162].

The teachers' awareness of the new goals of primary education significantly influences the content of education and development of primary schoolchildren.

Changing priorities for primary education:

a) changes the relation between the so-called "fundamental and applied" subjects (native language, mathematics, science, computer study) and subjects of "general cultural development" (fine arts, music, physical education, etc.);

b) creates the basis for the developing new educational subjects, the broader and full-fledged realization of the task of personality development;

c) offers great opportunities for introducing the elective classes along with compulsory lessons that can qualify for a significant proportion of study time in primary education.

Inclusion of electronic learning tools in the existing system of teaching schoolchildren information on the quantities makes the process of obtaining knowledge comprehensive, effective and forms the younger learners':

–ability to system thinking, to self-acting in conditions of uncertainty and unpredictability;

– ability to build models for such abstract concepts as length, area, volume, weight, time, cost, speed, etc.;

– ability to materialize through these models the relation between these concepts;

– ability to quickly and flexibly apply their knowledge of the quantities and experience in solving practical problems;

– understanding the place of the quantities in other scientific fields, in particular, in physical processes, natural science, labour, etc.

– understanding the importance of using and managing information technology in teaching other sections of mathematics and other subjects.

In order to the formation and development of competencies on the quantities in the context of the information culture of the primary school teacher, it is necessary to develop a consistent, logically complete system of corresponding educational tasks, built in accordance with the problem, novelty, vitality, practicality, etc.

The use of computer technology expands the possibilities of presenting educational information. The informational and educational character of activity at the lessons of mathematics in the process of studying the quantities and their measurement is the formation of ideas about length, body weight, volume, and others. For example, when familiarizing with the opposing concepts "longer – shorter", "above – below", "broader – narrower", the teacher on the computer screen demonstrates the sketch of the picture of nature, which depicts, for example, a river and stream, pine and shrubs, logs the oak and the mushroom's leg and the questions are formulated: "What is longer (shorter) – river

or stream?", "What is higher (shorter) – a telegraph pole or a bush?", "What is wider (narrower) – the frame of an oak or a fungus?". It is also advisable to define: "What is longer (shorter), road to school or school corridor?" And so on.

To illustrate this approach thesis, one can use a fragment of computer technology when studying the question "Length of a segment". Element of the theme – the expression of the length of the segment in units of two or even three names.

*Task 1.*

Using the sign of the relationship "<", ">", "=", compare the values:

| | | |
|---|---|---|
| 9 m 3 dm ... 93 dm | 5 dm 4 cm ... 54 dm | 47 dm 9 cm .. 48 dm |
| 7 dm 6 cm ... 76 cm | 38 m 3 dm ... 39 m | 25 m .. 78 dm |
| 62 cm ... 6 m 2 cm | 74 dm ...8 m | 6 m 3 cm ... 6 m 1 dm |

*Task 2*

Express the lengths of the segments in units of two names:

| | | | | | |
|---|---|---|---|---|---|
| 45 *dm* = | ☐ *m* | ☐ *dm* | 87 *cm* | ☐ *dm* | ☐ *cm* |
| 53 *dm* = | ☐ *m* | ☐ *dm* | 49 *cm* | = *dm* | ☐ *cm* |
| 60 *dm* = | ☐ *m* | ☐ *dm* | 87 *cm* | = *dm* | ☐ *cm* |

*Task 3*

Express the lengths of the segments in units of one name:

| | |
|---|---|
| 6 *dm* 2 *cm* = ☐ *cm* | 1 *m* 2 *dm* = ☐ *dm* |
| 4 *m* 3 *dm* = ☐ *dm* | 6 *dm* 9 *cm* = ☐ *cm* |
| 5 *m* 9 *dm* = ☐ *dm* | 8 *m* 4 *dm* = ☐ *dm* |

In order to provide a training mode with automatic task control, an electronic version of the training tasks on this topic is used.

In each of the proposed tasks, young learners must select and "click" the control button with the corresponding sign of the relationship or the corresponding figures. If the student mistakenly selected a sign or figure, and gave an incorrect answer, then he is given the opportunity to reflect on the answer, to fix the error and correct it. After receiving the correct answer, there is a transition to the next task [7].

The work completion on each task is recorded by a positive signal. The proposed tasks correspond to the age characteristics of primary schoolchildren and the level of their theoretical and practical training.

Thus, at the primary stage of education, the foundation is laid not only for the mathematical but also for the informational competence of primary schoolchildren. This means that the methodological component of the informational component of the technology of forming mathematical concepts in general and, in particular, the notion of the quantities, stipulates:

– the mastering by the primary schoolchildren of a certain amount of subject knowledge and skills in connection with the solution of the main task – forming in the younger students the new types of educational activities and their awareness of the relevant area of reality, resulting in providing a holistic perception of the world,

forming system knowledge adequate to the current level of education;

– the orientation to organic (without re-education) inclusion of primary schoolchildren in the further education in mathematics, taking into account the acquired theoretical knowledge, practical skills in solving specific tasks in the section of the quantities, the aims of which are defined by the educational standard of primary education in Ukraine;

– maximum assistance to the formation and development of key competencies of young learners based on knowledge gained during the informal learning, on their specific sensory perception;

– the development of sustainable cognitive interests and creative abilities as a result of the formation of skills of independent learning activities in acquiring new knowledge and the ability to work effectively with different sources of information;

– the use of new information technology by the teacher, etc. [7].

## Conclusions

Consequently, in an educational activity organized in this way, the student acts as the subject of learning that manages his mental processes.

In a specific subject area, the problem of the formation and development the students' key competencies must be addressed through the use of a methodological system of teaching that includes relevant goals, content, methods, means and organizational forms of teaching in their interaction, and adequate to society.

The informational component in the study of mathematics in general and information on the topic of "quantities" at the primary stage of education lays a solid foundation for the informational competence of primary schoolchildren, which provides an opportunity to form learners' ability to rationally use the information on the quantities in their practical activity.

## References

1. Viderhold, D. (2003). Computer in primary school. Informatics and Education. – 2003. – № 2. – p. 47 – 56.
2. Zhaldak, M. I. (2004).Computer at the lessons of geometry. Teacher's guide. – Kyiv : RNNC "DINIT", 2004. – 168 c.
3. Landa, L. N. (1966). Algorithmization in education. – Moscow: Prosveshchenie, 1966. – 524 p.
4. Levshin, M. M. (1995). Concept of teaching computer study. Primary school. 1995 – № 8. – P. 40 – 42.
5. Sarienko, V. V. (2015). Peculiarities of using information technology in primary school. Youth and Market: Collection of Scientific works (pedagogy). Edition of Drohobych State ped. un-t named after Ivan Franko – Drohobych: 2015, – № 7. – P. 28 – 32.
6. Smirnova, S. I., Vorobyova, V. V. (2001). Computer training program "Combinatorics" for primary school. – Computer science in primary education. – 2001. – No. 2. – P. 54 – 55.
7. Tihonenko, A. V. (2009). Study of the concept of quantities in primary school. – Taganrog: GOUVPO, 2009. – 268 p.
8. Tkachov, A. P. (2006). On modelling in teaching quantities in primary school. – Primary School. – 2006. – No. 11. – P. 81 – 83.
9. Shkil, M. I. (1998). Teaching programming languages at school. – Kyiv : 1988. – 272 p.
10. Halal W. (1992). The information technology revolution // Futurist. – Washington, 1992. – V. 26. – №4. – P. 10 –15.
11. Torosyan, V. & Torosyan, E. (2016). Interactive technologies for formation of unassisted cognitive of students. 8th International Conference on Education and New Learning Technology: Jul. 04-06. Barcelona, Spfin.

# ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF THE FORMATION OF THE FUTURE VALUE OF A PSYCHOLOGIST'S ATTITUDE TO PROFESSIONAL ACTIVITY

***Olena Sholokh***
*lecturer of Educational and Scientific Institute*
*of History, Ethnology and Law*
*named after A. M. Lazarevsky*
*of National University "Chernihiv Collegium"*
*named after T. G. Shevchenko*

**Abstract.** The article is the effectiveness of the training of future teachers, which depends on the degree of them value their attitude to the future professional activity. Placed emphasis on the training of the future trade flowing efficiently in the presence of the personality of a strong, vibrant motifs and cause the desire to actively engage in exactly the future professional activities. The article made the theoretical substantiation of the performance criteria of professional activities and organizational and pedagogical conditions for the formation of value attitude toward professional activities during their professional future psychologists.
**Keywords:** *values, future psychologists, professional training, organizational and pedagogical conditions, performance criteria of professional activity.*

## Introduction

The construction of the democratic independent Ukrainian State requires the training of a new generation of specialists, who will provide the education of growing generations of socially active citizens and Patriots of their country, with high moral qualities a sense of duty and the desire to work for the prosperity of the nation and society. The laws of Ukraine "on higher education", "on education", State national program "education" ("Ukraine XXI century"), the concept of national education, National doctrine of education development in the XXI century, emphasizes that the main the driving force behind the modernization of the system of education is a professional educator with the prevailing moral and civic qualities and readily to socially meaningful activity in the community.

Modern higher education institution generates training specialist, which could constantly, consistently and continuously improve the content and the means of their professional activities, become a paragon of high spiritual and pedagogical culture. The successful solution of this task is possible under the conditions of formation value attitude to professional activity in the process of training of future specialists in General and future psychologists, in particular.

Thus arises the necessity of forming the value of attitude to professional activity in the process of preparing future future psychologists in today's higher education. Request for high professionalism and creativity for the future of the psychologist, able to work in different educational systems, especially insofar as in the conditions of the formation of the European educational space.

The system of building value attitude to professional activity in the process of training of future psychologists involves the introduction of new educational technologies, improvement of forms and methods aimed at achieving the appropriate professional competence and creating the appropriate organizational and pedagogical conditions for the formation of a competitive specialist in terms of institution of higher education.

**Analysis of recent research and publications.** The issue of the formation of a personality as the carrier of a certain social qualities necessary for the development of society, should pay attention to domestic Classics teaching science: A. Makarenko, V.Sukhomlynsky, K.Ushinskiy etc. The problem of the socialization of personality

dedicated to the work of G. Andrejevoy, I. Kona, A. Mudryka and others. In the works of psychologists formation oriented personality is seen in different aspects, namely: the development orientation of the process activities (B. Ananyev, L. Vigotskij, A. Leontiev, S. Rubinstein, etc.).

The results of the study of theoretical research and the practical experience of organization of educational process in educational institutions engaged in the training of future psychologists have shown that the problem of formation value attitude to professional activity future psychologists in the process of professional training has not yet found its proper scientific methods. However, some theoretical and methodological base for solving these tasks already created. Some reflections on the basic characteristics of the psychologists, requirements to the personality of the future specialists, features training of this profile is presented in the works of foreign (A. Maslow, K. Rogers,V. Frankl) and fartherland scientists (G. Abramov, A. Bondarenko, M. Borishevskij, I. Burlachuk, N. Zubalij, N.Kolominskij, S.Maksimenko, V.Morgun, V. Tatenko,T. Titarenko, M. Savchyn,V. Panok, N. Chepeleva, T. Yatsenko, etc.).

Forming value attitude to professional activity not acted before the subject of a special scientific research, however some theoretical base is already there. Significant contribution to the field of study of the value issues made S. Anisimov, Y. Anufriev, R. Apresan, A. Arnoldov, S. Artanovskij, E. Baller, L. Buyeva, V. Grehnev, A. Huseynov, E. Gusinsky, A. Zdravomislov, F. Znaveckij, M. Kagan, V. Larcev, V. Malakhov, E. Markaryan, V.Moskalenko, M. Rokich, V. Serzhantov, E. Sokolov, U. Thomas,V. Tugarinov, U. Turchaninova, Z. Fajnburg, I. Frolov and others. At different historical stages of human development of the individual aspects of the values issues have been the focus of such renowned teachers as Y. Komenskij, J. Pestalozzi, A. Makarenko, V. Sukhomlynsky, etc. Research values as a pedagogical problem were representatives of the philosophical and psychological humanistic concept of A. Maslow, K. Rogers and others. In the works of Ukrainian scientists covered approaches to the consideration of the problem of the formation of value orientations, both in terms of the realization of life perspectives (L. Bozhovich), personal interpretations of the life path (N. Bondar), life position personality (V. Pichurin) and professional self-determination (V. Davydov, D. Elkonin), forming the professional beliefs (V. Pavlenko). Scientific search of the problem leads us to study the problems of value orientations in the personal-professional development of future specialists (I. Zazun, V. Lisovskij, V. Pìchurin, N. Prazhnikov, V. Semichenko, R. Skulskij,V. Slastonin, N. Strelanova, M. Titma, etc.).

Attention to stage student age focuses largely around some issues related to differences of value orientations of students in the group as a factor of favoritism (V. Ageyev), organizing their interaction (N. Rozdestvenska) style and conditions of companionship (G. Levko, V. Chirkov), etc.

As point O. Leontiev, N. Vajtonis, E. Durkheim and others, values characterize the focus of personality and really are primarily in the motives of the activity, because disclosure of the mechanisms of the development value of the attitude of students – future psychologists to own professional development is a prerequisite of forming in them professionalism.

However, the analysis of scientific papers of domestic and foreign scientists testified that they mainly investigated certain aspects of the problem of formation value attitude to professional activity in the process of training of future psychologists in today's higher education; insufficiently defined is a question regarding the procedural aspects of its formation; requires the appropriate scientific substantiation of the process of forming the value of attitude to professional activities on the basis of the activity approach.

**The aim of the research** *is in theoretical substantiation and experimental verification of organizational and pedagogical conditions for the formation of value attitude toward professional activities during their professional future psychologists.*

To achieve a particular purpose at different stages of scientific research used complex methods that complement each other, provided the proper knowledge and disclosure of the subject matter of scientific research, in particular: *the theoretical analysis of* ~ philosophical, pedagogic, psychological literature, which helped to clarify the content of the basic concepts of research according to its subject and object*; empirical survey* (chat, interviews, surveys), testing, observation, interview, mathematical statistics, computer

data processing of experiment that provided the opportunity to implement the survey.

**Theoretical and practical bases of research.** The relevance of the research involves, firstly, of the urgent need to build the future of professionalisation of the theory and practice of the psychologist in terms of institution of higher education (RE), which stimulates the emergence of theoretical and applied research aimed at the integration of Western and domestic achievements in this area and support the development of professional modern methods and techniques in various stages of formation, in particular at the stage of professional training in high school. Secondly, with the task of reforming the professional psychological education in the direction of its humanization and personal orientation that appears in the creation of organizational and pedagogical conditions for the formation of value attitude to professional activities in future psychologists.

Therefore, the important scientific and practical problem is the formation of value attitude to the professional activities of future psychologists during the professional training. Successful professional formation of future specialists based on the development of psychological preparedness for this activity. Process of formation of psychological readiness for future professional activity is a necessary prerequisite for the development of specialist in higher educational institution, which is responsible for the quality, efficiency and effectiveness of its training educational and professional activities.

Real practice and life demonstrate that often succeed in social and professional career are making far from alumni-psychologists with a diploma with honors, and those who exercise activity, use themselves in the different activities: public, economic, cultural, communication, scientific and educational activity – only one of them. We can state that the assessment of the quality of training graduates for his knowledge and skills that are shown on the current and total tests, inadequately describes the full level of their readiness for successful professional activity and professional self-awareness.

Important experimental research development of professional identity belongs to G. Metelskij. Exploring the bulk sample of teachers at various levels of pedagogical skill, he revealed fundamental differences in the knowledge not only of psychology students, content and methods of influence on them, but also the features of the process and the results of its own activities, its achievements and shortcomings. G. Metelskij singled out the level of development in educator capacity for reflection, self-discovery. *For low level* characteristic of tenuous, fragmentary display the actions of students and only partial their correction. For the average characteristic of higher awareness educator about the identity of the student, the more adequate reflection of its features. *A high level* is a bright example of the unity informational and regulatory functions, which are manifested in the teachers as the perception of students and in the process of self-discovery. We share the opinion of the scientist, which confirms the assumption that the system of knowledge and skills that is acquired as a teacher in the process of cognition of the personality of the pupil and self-discovery, is one of the most important conditions of the creative solution of pedagogical objectives and serves as a prerequisite for improvement of the teacher as the subject of work, learning and communication. Given the affinity of the profession of the teacher and psychologist as professionals that interact with the human mentality, we can not ignore the results of the study by G. Metelskij in the process of its own scientific research the features of development of professional identity students-psychologists. On our deep conviction, an undeniable condition for the formation of value attitude to professional activity in the process of training of future psychologists in today's higher education is the development of *professional consciousness* of students-psychologists.

In professions related to the interaction of the "man-man" of great importance is the orientation to the other as an equal participant interaction. There are a few professions in which a value-based approach to professional activities provided to this effect on the individual fate of the professional and the fate of another human being. The essence of the value approach is a focus on the other person, as the "highest value equal to the value of its own. Particularly important to humanistic moral reaction in a professional psychologist. Since the object of study and the subject of the interaction is a man, and the nature of knowledge applied, psychologists impresses high responsibility for the results of its activities.The effectiveness of

the training of future teachers depends on the degree of them value their attitude to the future professional activity. Because the training of future profession again.

Value attitude to professional activity – integrated quality personality that relies on the professional and moral consciousness, the significance of which encourages proactive in mastering the professional knowledge, skills skills.

The theoretical basis for professional training in the conditions of RE, *professionalism* is positioned through the ratio of motivational sphere of human (professional values, purpose, self-esteem, and the level of harassment, motives) and operating: scale of assessment of professionalism.

For evaluation of the level of professionalism threelevel system used:

- *the initial level* of professional success as a mark (or, otherwise, the *"potential"* level, emphasizing thereby the potential possibility of further perfection of the subject).
- average that characterizes some of the necessary regulatory professional success, we denote *as the primary (or "normative").*
- *a higher level* of professional success will mark as the best (*or "promising"* to which professional should strive for in the future, in the long run).

Extra quality over high level associated with the release of beyond the activities of "professional" is the level of craftsmanship.

In the study we identified a group of criteria of effectiveness of professional activities:

1) *external (objective) criteria*, focusing on the assessment of the effectiveness of the performance of professional tasks;
2) *internal,* psychological criteria of evaluation activities.

The first group of criteria can characterize such indicators of effectiveness of quality activity, etc.

The second group of criteria for evaluation of the level of professionalism characterized the following indicators:

- professionally meaningful properties;
- professional knowledge, ability and skills;
- professional motivation;
- professional self-esteem;
- the possibility of self-regulation and stress resistance; features professional interaction;
- general physical condition.

Thus, carried out a theoretical analysis of the structure of professional identity of the psychologist showed that its structure is broadly coincide with the structure of consciousness of personality and is a combination of three understruktur: cognitive, uneffective and conative (or behavioral) L.M. Mitina, and A.K. Markova).

Cognitive substructure includes the realization in the system of psychological activity, deterministic this activity of interpersonal relations and in the system of personal development specialist. Gradually, based on an idea of himself in certain professional situations, based on the opinions of clients and colleagues made up front I-concept that provides a sense of professional confidence or uncertainty [4; 33].

In uneffective understructures there are assessment of their present capability (actual self-image), yesterday (retrospective self-esteem) and future achievements (potential or ideal self-image), as well as the estimate of what they think about a specialist surrounding ( refl self-esteem). According to A. K. Markova, if the actual score higher retrospective, and perfect the above topical, it talks about the growth of professional identity. Extremely important to face the development of positive self-esteem in General. The psychologist, which positively perceives itself, increases self-confidence, satisfaction of their profession, efficiency in General. This specialist is committed to self-realization. Especially important is the fact that a positive self-concept psychologist promotes positive I-concept in his clients.

Conative component includes the ability to act on the basis of knowledge about myself and the attitude to yourself. External manifestations of characterize this component of the professional identity of the psychologist. In our opinion, the main psychological mechanism of this understructure is the satisfaction of a psychologist and his professional activities [1].

Based on a critical analysis of the views of various authors, including these, concluded that under dynamic system refers to the self-conscious human representations of itself, understanding it of their physical, intellectual and other

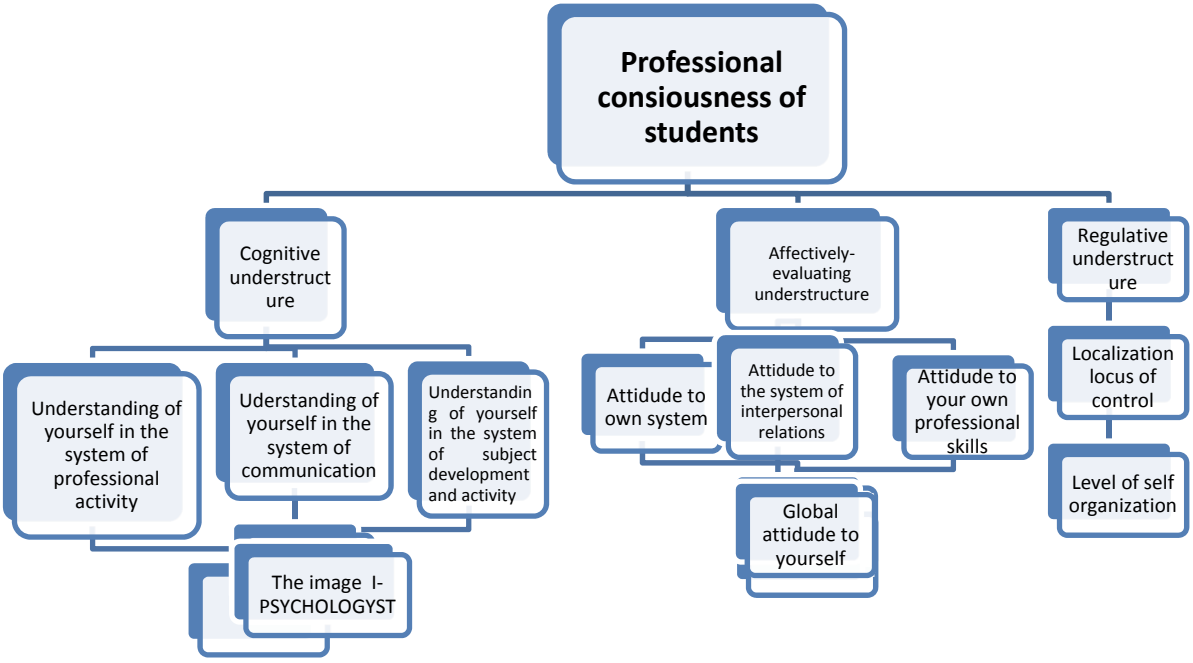



Fig. 1.1. Structure of professional consciousness of students-psychologist

qualities, the self-esteem of these qualities, as well as the subjective perception of the external factors that affect personality. Self-consciousness is more generic, the generic term for a derivative of it definitions "professional self-awareness." Sharing the opinion of many researchers of three komponent structure of self-awareness, we believe legitimate emphasis and structure of professional consciousness of students-psychologists three understructures: self-knowledge (cognitive), emotionally-value the attitude to yourself and Regulation (regulatory) (fig. 1.1).

Psychologist, pleased with myself, not feel anxiety and inner tension when communicating with customers. Having adequate self-esteem and positive samostavlennâ, he is more willing than his colleague from inadequate self-esteem and a high degree of dissatisfaction, goes to the contact with customers, demonstrating the ability to their unconditional adoption. Thus the psychologist has a positive effect on self-esteem, stimulates in them the desire for success in life and professional activities and ultimately performs fast-paced impact on their identity.

Formation pedagogy as a science is associated with the name of K. Ushinsky, which creatively using all positive, that had reached pedagogìkoû and psychology towards the middle of the XIX century, has created a line of psychological-pedagogical concept and on the basis of the theory of education and study and came to the understanding of education determined the socio-economic conditions of life of the people. A comprehensive review of the problems of man in the light of the data of all the sciences, studying him and the conditions of its existence, gave it the opportunity to lay the foundations of pedagogical Anthropology, which was for him a science upbringing that developed, that is actually pedagogy.

Significant impact on the formation of the humanistic principles of national education has psycho-pedagogical theory, developed in the writings of scientists A. Makarenko, V.Sukhomlynsky, etc., as well as cultural-historical theory of the development of higher mental functions of L. Vygotsky and Student-dìâlnìsna theory of mastering social experience (D. Elkonin, A. Leontiev, S. Rubinstein, etc.). V. Sukhomlynsky among the

most important spiritual needs in the first place put "focus on people" in need of a man. And often authoritarian influence on pet at perevažaûčomu democratic style gave the best result.

Problem orientation personality justifies the theory of relations V. M.Myasysceva. The task of educational intuition, V. Myasysciev mantioned, is to cultivate around the personality of such a relationship, which can form a subjective richness of personality in the form of its needs, interests, inclinations, and that such content, which is interested a society that is socially meaningful qualities.

The foreign humanistic psychology ideas to the school were bringing to the A. Maslow, K. Rogers, G. Shaarrelman, D. Dewey, etc. Based on humanistic approach lies the image of humanist type personality, shown in the writings of K. Rogers, personality, which not only consumes the cultural values, but also develops their personalities as self-worth and purpose, not the vehicle social development.

K. Rogers, and A. Maslow believed that defining motive in human life-self-actualization as one of the most important sources of vital energy. Man seeks to identify their own abilities with the purpose of preservation and development of their personality.

K. Rogers characterizes student-oriented learning as meaningful absorption essentially as an element of personal experience. The main task of teacher in the context of this study is not to broadcast information and stimulation (facilitation) and activation of meaningful learning. Based on years of research, K. Rogers proved that the most productive model of training is stimulation. He describes the following installation of the teacher: the openness of their personal thoughts, feelings, experiences; "promotion", "confidence" as an expression of the inner confidence teacher in capabilities and abilities of students; "empactive understanding"-the ability to understand the behavior of the pupil, to perceive his reactions, actions and skills of the learner, his eyes.

Noting the undoubted merit of ideas K. Rogers, we cannot agree with his opinion about what teaching is too exaggerated, and learning objectives should be determined by instant needs and interests of the students. Believe that they are conditioned by the needs of society.

An outstanding representative of humanistic psychology A. Maslow suggested that a holistic approach to the analysis of spiritual values. In accordance with his theory of samoaktualìzacìï personality they exist in the form of congenital GI, believe under the influence of social conditions.

Maslow created a hierarchical model of the motivation of the person. Motivational sphere of personality brought him five levels (systems). The hierarchy of needs, by a. maslou, contains:

1) in need of self-actualization;
2) need recognition and evaluation;
3) in need of social relationships of attachment and love;
4) in need of safety;
5) physiological needs and requests.

According to the proposed concept is feasible is a system analysis of the personality in the totality of its connections and relations. This reveals the nature of meaning to different acts, actions and behavior.

Personal fulfillment is closely linked to the needs. Human needs, being at the same time and the needs of society, of course, belong to the vsezagalnih-cultural mechanisms of self-realization of personality.

An indicator of the social orientation of the personality is her professional orientation: choices in the "human-human" and the corresponding educational institution. However, social orientation, as a rule, at the same time with orientation professional. Therefore, it is quite legitimate and justified is the concept of "socio-professional orientation".

The psychological structure of the personality of the student-psychologist will be effective for certain *organizational and pedagogical conditions for the formation of value attitude to professional activity in the process of professional training of future psychologists.*

An important place in the system of the formation of the value of the attitude to the future of the education profession students occupy the conditions created in the process of training. The efficiency of the formation of the value of the attitude to the future of the education profession students may be enforced by means of compliance with the totality of such organizational and pedagogical conditions:

- inclusion of the sub'êktnogo experience of future teachers in the structure of the

educational situation of its conversion and enrichment;
- the widespread use of common forms of educational and professional activities;
- development of reflexively position students who turned to their professional and personal opportunities;
- stimulate a positive attitude to the future profession.

The inclusion of the sub'êktnogo experience of future teachers in the structure of the educational situation of its conversion and enrichment provides the necessity of communication of knowledge and skills acquired in the classroom with the practical knowledge and skills, formed during practice Specifies the inclusion of students in the activity that simulates the professional educator. For realization of the given conditions it is important to create a system of tasks, situations in which students have to act in accordance with the established system of knowledge prevailing notions about the meaning of professional-pedagogical activity, think over their attitude to This type of activity, to the people with whom they work, to the surrounding reality [2].

Pedagogic condition that is in wide use of common forms of educational and professional activities helps create the fast-paced nature of the activities of the students. At the heart of its implementation lies with understanding activities as complex, multilevel, dynamically developing phenomenon that has the following components: relationship of the motive and purpose; relations activities and actions; the relationship of piping the role of mental representation in planning and implementation, and the components of this system is the motive, the purpose, the model, plan, action, processing of the current information, decision-making, validation and correction action [4]. The implementation of this condition involves the use of problematic situations, vocational-pedagogical tasks, discussions, playing situations. On the one hand, this activity creates a gumanìstično oriented atmosphere of interaction between students and teacher and students with each other, and on the other hand, allows students to express their opinions, to reason, to express their opinion, justification of their point of view, evaluate, deeds and actions, express your attitude. It is important that students have used the acquired knowledge, operated on evaluative, was provided by examples of his own, had the opportunity to design and play development situations in which lies a pedagogical problem, according to knowledge and beliefs [3].

Development of reflexively position students that turned to their professional and personal opportunities associated with creative comprehension of students studying and applying professional-pedagogical knowledge in practice. We found that the exercise of reflection in professional training attracts future teachers to analyze their own educational activity and leads to her assessment that promotes conscious relation to the choice of methods and actions of this activity. Theoretical basis of this condition in the context of the development of reflektivnostì are the ideas of Karpova A.V. The implementation of this condition involves updating the reflexive processes to ensure the creation of the environment, which promotes the emergence of students acts of introspection, the inclusion of students in the orientationally-practical activity in the system of tasks and situations in which students are provided with the freedom to assess the problem (phenomena), finding ways of optimal solution to the problem, the freedom in the choice of solutions and the design of its implementation. The Organization of such activities as collective creative deeds, great hours, master-classes, promotes the implementation of conditions.

Such educational condition, how to stimulate a positive attitude to the future profession involves the interaction of students with faculty and students with each other, the aim of which is to create an atmosphere of humane relations between students, the development of interest in problems characteristic for the system of pre-school education, form a positive attitude toward professional-pedagogical activity. Interaction between students is carried out as a result of the use of the Group and methods of the organization activities. In the course of this interaction, students accumulate experience of humane relations with one another socially meaningful experience of joint activities and communication. An important factor in the realization of this condition is the variety of forms of assimilation of knowledge, dohìdlivìst and emotional material, reliance on personal social experience of students.

All the above conditions to ensure the formation of the value of the attitude of future

teachers for their professional activities are closely related and in the process of their implementation in the educational process may not be their clear delineation. Since the use of teachers or other forms and methods of training already provides, in the context of the aksìologìčnogo approach to the educational process, a direct or indirect influence on the formation of value of the attitude of students for future educational activity.

## Conclusions

Thus, the value of the attitude to the future profession plays a significant role in the activities of the institution, she makes it to the constant search for and creation of new methods of psychological and pedagogical activities, overcoming stereotypes and templates. In the process of the formation of the professional development of future psychologists going on the development of the educational institution, the emergence of new structures, new knowledge, new ways of activity.

Criteria of socially significant qualities of future psychologist us defined: motivational, social, cognitive, communicative-militant, moral. For each criterion was singled out certain indicators. On the basis of selected criteria and indicators defined and described three levels of socially significant qualities of future teachers: high, medium, low.

The results allowed to formulate recommendations that should promote the growth of socio-civic activities for students, offer methods for formation of orientation of the personality in students in order to perform social roles society. Completed study confirmed the hypothesis being undertaken by us.

This study does not claim to be the definitive solution of the problem of the formation of attitude in students. In our opinion, further theoretical and experimental research in need of the following aspects of a given problem as: definition and substantiation of the entity is conditions of the application of pedagogical technologies and development of special computer programs to training sessions with students who engage in public activities in off-hour time.

Describes the organizational and pedagogical conditions in a certain extent provide for the formation of value attitude toward teaching profession, enhance the students level of professional competence and preparedness for independent educational activities, formation of future psychologists subjects of their own activities.

## References

1. The great encyclopedia of psychological tests. - M. : IZD-vo Eksmo, 2006. - 416 p.
2. Vygotsky L. S. Imagination and creativity in childhood: psychologist, essay: kn. for teachers / Lev Semenovich Vygotsky. - [2-Ed.]. - M. : Education, 1967. - 96 p.
3. Stenli Glase, J. J. Statistic methods in pedagogic and psychology. - M. : Progress, 1976. - 496 p.
4. Dubasenjuk O. A. Professional training of future teachers to the pedagogical activity: monograph. / O. Dubasenjuk., T. Semeniuk, O. Antonova. -Zhitomir: Zhytomyr State. EDR. University of Ivan Franko, 2003. - 192 p.
5. Leontev A. N. Dejatelnost. Soznanie. Lichnost /Alex Nikolaevich Leontev. – Moscow : Politizdat, 1975. – 304 p.
6. Maslow A. Self-actualization / Abraham Maslow // Psychology of personality: texts ed. J. B. Gippenrejtera, A. A. Puzyreva. - M. : Thought, 1982. - P. 108-117.
7. Miroshnichenko A. The studying of the identity of the future teacher / A. Miroshnichenko. – Zhitomir : ZhDPU, 2007. - 200 p.
8. Rubinstein S. L. Problems of General Psychology / Sergey Leonidovich Rubinstein; Ed. E. Shorohova. - M. : Pedagogy, 1973. - 424 p.

# TRANSCENDENTAL-REFLEXIVE VECTOR OF THE PROFESSIONAL DEVELOPMENT OF A HIGH SCHOOL TEACHER

*Hanna Tsvietkova*
*Doctor of Pedagogics, Associate Professor*
*Head of The Department for Pedagogy and Psychology of Pre-School Education and Children`s Creativity*
*National Pedagogical Dragomanov University, Ukraine*

**Abstract**. The research is devoted to the pressing issue of the professional development of a high teacher. The essence and content of the transcendental-reflexive criterion of the teacher's professional development are determined. The reflexive stage of self-improvement technology that included pedagogical self-examination, diagnostics of successes, disadvantages, faculty trained methods of facilitation and achievement of professional success by means of pedagogical training is revealed. It has been proved that the increase in the level of formation of the transcendental-reflexive criterion of the teachers` professional self-improvement is determined by a change in the level of self-control reflexivity, self-regulation, identification of yourself as a successful teacher who can remove barriers to the professional self-improvement drawing on his/her experience and skills.

**Keywords:** *transcendental-reflexive criterion, professional development, high school teacher, reflexive stage of self-improvement technology.*

## Introduction

**The general definition of the issue and its connection with important scientific or practical tasks.** For today's Ukraine, the qualitative national higher education that has to educate an innovative personality, a person with critical thinking, capable of constant value-added professional growth, elevation of routine, reflexive analysis of professional pedagogical activity and spiritual transformation of reality is particularly important. Such a strategic task can be performed by a professional teacher as a subject who realized actively, qualitatively and creatively in pedagogical work, has an adequate self-esteem, a confident, positive and constructive life position; who is able to project objectively his/her own self-improvement; who is able to find effective methods and techniques of personal self-development on a reflexive-transcendental basis.

The urgency of this problem has been reflected in the provisions of the international documents on the issues of education development in the conditions of globalization and European integration (Forum of European Ministers “European School of the 21st Century: Kyiv Initiatives” (2011), Pedagogical Constitution of Europe, adopted at the 2nd Forum of Rectors of European Pedagogical Universities space (2013), etc.), as well as in the national documents constituting the normative-legal base of higher education (Ukrainian Laws “On professional development of workers” (2012), “On Higher Education” (2014), National Education Development Doctrine (2002), National Program “Education. Ukraine of the 21st Century” (1996), National Strategy for the Development of Education in Ukraine for 2012 - 2021, Concept of Adult Education in Ukraine (2011)).

**Analysis of basic research and publications.** The philosophical aspects of the concept of "professional self-improvement" are presented in the works by V. Andrushchenko, O. Bazuluk, V. Beh, I. Bondarevich, B. Hershunskyi, E. Gusinskyi, I. Zyazyun, V. Kremen, V. Tertychyna and others.

The ideas of the representatives of humanistic psychology (A. Adler, A. Maslow, H. Allport, C. Rogers, V. Frankl); classical psychoanalysis (E. Erickson, S. Freud, C. Jung) are fundamental to the study of professional self-improvement. The theoretical and practical solution of the problem of the development of self-determination processes

(self-determination, self-suppression, self-actualization, self-improvement, self-regulation, self-development, self-reflection) is presented in the works by H. Ball, I. Bech, O. Vishnevskyi, O. Kucheriovogo, V. Rybalko, L. Rybalko, V. Semichenko). The psycho-logical, axiological, and aesthetic aspects of pedagogical skills are analyzed in the scientific research by S. Honcharenko, O. Dubaseniuk, I. Zyazyun, O. Lavrinenko, N. Nychkalo, O. Otych, V. Rybalko, V. Slastonin, T. Usatenko, L. Khomych and others.

**The purpose of the article** is to reveal the essence of the transcendental-reflexive criterion of the professional development of a high school teacher, to investigate the influence of the reflexive stage of the professional self-improvement technology on the high school teachers.

**Presentation of the main research material.** To objectively represent the professional development of the high school teachers, the reproduction of a complete and valid model of this phenomenon, it is necessary to determine the grounds for choosing and formulating criteria (indicators) for its effectiveness.

We emphasize that “criterion” (from Gr. criterion) is a feature on the basis of which the assessment of the phenomenon, process, result, classification, measure of anything is going on [9]. And this is also a mean of checking a certain statement, hypothesis, etc.

In pedagogical science and practice, there is no clear distinction between “criteria” and “indicators”. We support the position of V. Dokuchaevoi, who believes that “... both categories are relative in view of a certain methodological level of division of the scope of the concept. Hence, the only thing in which their difference may lie is a degree of generalization, which, of course, in the criterion is much higher” [4, p. 326].

But when compared criteria with indicators, the first have to perform integrable, aggregating function, while the indicators have to extend, complement, specify the criteria, giving them quality-evaluation characteristics.

Modern psychological and pedagogical science sets the certain requirements on which we should focus on during selection, substantiation and meaningful definition of the criteria.

Well-known scholars V. Slastonin and L. Podimov singled out the general requirements for the criteria developed in the educational space:

1. Criteria have to reflect the basic laws of personality development.
2. Criteria have to serve as a mean of establishing links between all components of the investigated system.
3. Qualitative indicators have to be presented in unity with quantitative indicators [8, p. 108]).

When developing the criteria and indicators of professional self-improvement of the high school teachers, we take into account the opinion of V. Slastonin, who as a criterion for professional self-development of a teacher distinguishes:

- the self-organization of qualitative changes in personality and activity;
- the dominance of the pedagogical activities of a teacher, aimed at professional self-renewal, change of methods and means of pedagogical activity in the structure of pedagogical activity;
- the formulation and solution of the pedagogical, psychological, organizational and objective tasks concerning yourself and your activity;
- the teacher's ability to perceive various manifestations of the environment as a prerequisite for his/her professional self-development [7].

To identify the efficiency improvement of pedagogical process, validity, dynamic conceptual and theoretical models of the professional development of the high school teachers, the criterion that reflects the level of the transcendental-reflective preparedness of a high school teacher to professional self-improvement is determined. Personal and professional self-improvement is impossible without the development of reflection. According to S. Rubinstein, understanding yourself, a person creates his/her life, realizes in the activity, in being that more fully reflects his/her essence [6]. The personality that develops and is constantly in a state of self-reflection and reflection that helps him/her go beyond the immediate situations, move the focus from situational on significant, indirect, move from the development of individual mental properties to the synthesis and development of the integrity of who I am [1].

I. Bech notes that the deployment of reflection (thinking aimed at motivating the act) and the will of the subject reveal the progressive changes in the moral and spiritual

acts of the individual, as a result of which he/she acts freely and morally responsible [2]. Transcendence determines the focus on the search of the meaning of life, the promotion of the development of other people, spiritual, creative self-actualization, and others.

The indicators of the analyzed criterion are, first of all, the ability to reflect, namely: the ability to analyze his/her own personality and activities from an objective position, from the standpoint of new knowledge; to correct self-improvement methods, to analyze changes during this process. The presented criterion reflects the ability: to self-knowledge and self-evaluation of professional activity and personality; to reflexive analysis of the process of creative self-realization; to self-control the effectiveness of personal actions; to self-identify himself/herself as a teacher who tends constantly for self-improvement. The transcendence of the criterion reflects the level of ability on the basis of reflection, to rise above the routine, to consider yourself from the point of view of improvement, awareness of the experience of realizing the ideals of Truth, Beauty, Goodness; the ability to multiply spiritual knowledge and wisdom. The indicators of the transcendental-reflexive criterion of professional self-improvement of high school teachers are:

1. Ability to professional reflection.
2. Ability to self-knowledge, self-control, self-identification.
3. Ability to uplift the routine.
4. Ability to detect and eliminate self-improvement barriers.

The experiment was attended by 750 high school teachers. The respondents were divided into groups depending on age, length of teaching activities, while the percentage of the groups responded to both the logic of professional self-improvement and representation in the general population in accordance with the realities of the present. All studied teachers in accordance with the length of work were divided into 2 groups. Group I (age up to 35 years old, work experience up to 10 years) included 48.8% of the studied subjects, Group II (age over 35 years old, with experience more than 10 years) included 51.2% of the high school teachers. Subsequently, during the analysis of the empirical data, the identified groups will be named as Group I and Group II.

According to the transcendental-reflexive criterion, it was found the following picture: the initial level is typical for 33.4% of respondents of Group I and 23% of the teachers of Group II; the intuitive-situational level among respondents of Group I is 40.5% and of Group II is 40%; the optimal level is characteristic of 17.9% of Group I and 30% of Group II; the reference level corresponds to 8.2% of respondents in Group I and 7% in Group II.

The reflexive stage of self-improvement technology involves pedagogical self-examination, diagnostics of successes, disadvantages (analytical-reflexive exercises, simulation games, reflexively analytical conversations) [3].

The high school teachers with the purpose of revealing their vital professional position, self-examination, influencing success in the pedagogical profession, were invited to prepare an essay “Has a high school teacher the right to be an unhappy person?”

In order to reveal the reflexive potential, the self-actualization of the teacher used the cinquain method (the form of free creativity, which requires the author's ability to find the most relevant elements in the information material, draw conclusions and briefly formulate them). Cinquain is a verse consisting of five lines and is constructed according to certain rules. Cinquain teaches the meaningful use of the concept and determines the attitude to the problem that is considered (it is especially important in the context of professional self-development). Here are examples of Cinquains. Analyzing the essence and content of professional self-improvement of the teachers, formulated their attitude to this problem through the writing of such cinquains:

Self-improvement is
Controversial, disputed.
It moves, contradicts, wins.
It provides man`s professional life updates
It`s the vector of progressive changes.

Deformation is
Faded, conservative.
It brakes, it mistakes,
it agrees.
It does not give the hope for a better future.
It`s a stagnation in development.

The reflexive stage of the self-improvement technology was characterized by exercises such as “Self-analysis”, “My black and white portrait”, “My portrait by the eyes of the group”, “Personal coat of arms and motto”, the creation and development of flashmob projects (from English flashmob - the instant crowd), aimed at professional self-improvement.

The method of stalking (from English Stalking - to sneak) (J. Grinder) is effective at this stage in the self-improvement technology and is aimed at tracking own reactions and states that arise out of external influence. The use of such a method is due to the fact that the process of self-development of the individual is an internal, intimate process, and any form of external pressure (guidance, recommendation, prescriptions) causes the internal resistance in order to preserve their own personality, can cause a negative reaction, aggressive behavior, even at the experienced teachers .That is why we deliberately created problem situations, situations of doubt, conscious choice of our own variant of analysis and solving the problem, finding meaning, goals, values of our professional pedagogical activity. When using this method, the teacher's self-determination is deepened, the perspectives of transforming the teacher's reflection character through the ability to select and design their own internal changes are revealed. The interpretation of pedagogical problematic situations, pedagogical texts using stalking ideas significantly reduces the risks of ‘blind” subjugation of the authority of the idea, personality, theory, expands the teacher's critical thinking.

At this stage of the technology the questionnaires, reflexive and analytical conversations with teachers were used. The answers to the questions of the English psychologist R. Burns [1] influence effectively the teacher's self-knowledge. When answering a question, the teacher deepens and realizes his/her “Self-concept”. Here are examples:

1. Do I consider myself a complete, fully formed person, or have I a reserve of internal growth and development?
2. Am I sure of myself?
3. Can I take patience with different views? I have enough intellectual flexibility to prevent dogmatism and not to argue that there is only one method of problem-solving; only one textbook, where this particular topic is set out correctly; only one only way to learn something?
4. Can I, or not, accept the criticism I need for my personal and professional development? Can I openly discuss my personal and professional issues with others?
5. Do I know or not how my students perceive the world? What am I a teacher for them? Can I look at myself with their eyes?
6. Do I like close emotional connections with students or do I choose non-personal, alienated communication with them? What matters to me is the content of the subject or the needs and peculiarities of students' perceptions, the possibilities for their self-development?

The technology of self-improvement involves a specific form of feedback with the audience – the rating. A teacher rating is an assessment of the quality of the high school teacher`s work by students. Students fill out a questionnaire and ask anonymously to answer the following plan questions: Do you believe that your teacher knows his/her subject well? How do you assess the ability of your teacher to self-development? In the next questionnaire, the students are asked to assess the pedagogical orientation, the enthusiasm of their business, erudition, etc., regarding their teachers. After processing, the questionnaires are summarized, non-personalized results are reported only to the teacher himself/herself. This feedback helps maintain and motivate the processes of professional self-improvement [10].

The reflexive stage of self-improvement technology allows getting the idea of the completeness, versatility and depth of representations about yourself, your teaching abilities, pedagogical orientation, critical pedagogical thinking, and the professional concept in general.

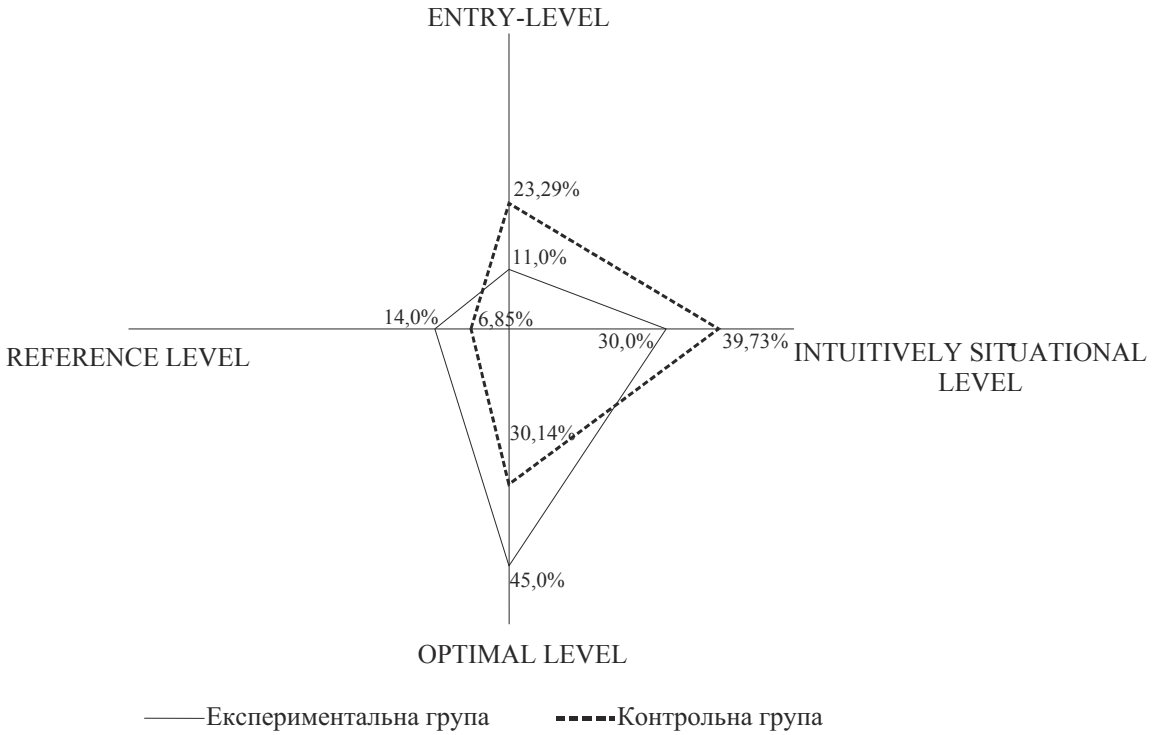
The task of the presented technology is the mastery of faculty methods of facilitation and the achievement of professional success by means of pedagogical training. It should be based on the principle of activity determination that involves the organic connection of the entire set of socio-psychological characteristics of the group, the means of psychological influence with the real reality (according to L. Petrovskaya) [5]. Pedagogical training influences the development of the teacher's personality at

the following levels: cognitive (receiving of new information takes place by means of setting and solving research tasks aimed at self-knowledge, mastering methods and means of self-development); moral-emotional (all new information is interpreted through personal significance and morality); connative (it involves expanding behavioral repertory due to awareness of ineffective teaching methods, communication with the student audience).

During the training the teacher has to master: effective communicative actions in real communication conditions [5]; skills of emotional regulation at all stages of the training; the skills of “self”, which guide and determine the nature of further person`s professional self-development; reflection processes that create the orientation of a person in a situation of communication and self-determination.

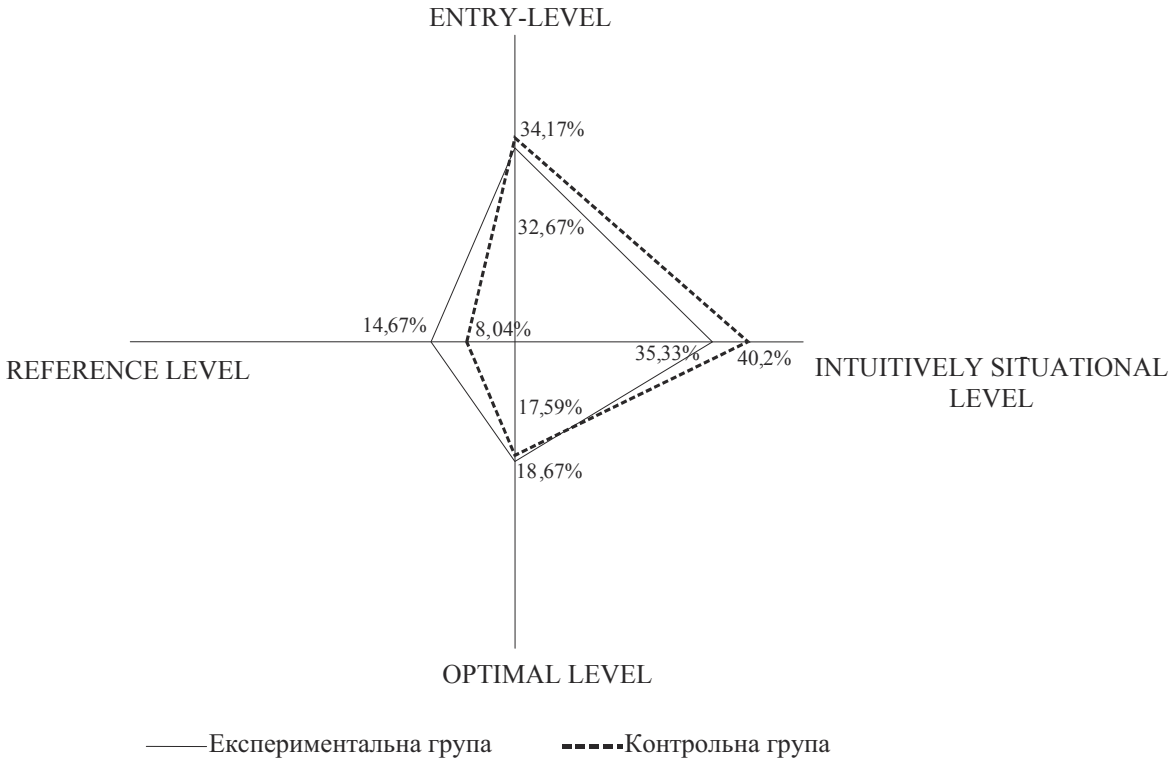
An important feature of the training (within the developed technology) is its diagnostic function. We`re talking about self-diagnostics as a reflection of the teacher`s active professional position. Unfortunately, in practice, it often happens that the teacher has a well-worked position as a "subject teacher" (the main thing - knowledge of his subject), “methodist” (methodical skills and abilities), but he/she did not form as a “diagnostician”, “self-diagnostic”. The reason for this is that in higher educational institutions the subject-specific skills are given more attention than psychological and pedagogical. Consequently, the training of a lecturer is being carried out, but the person is not formed as a constantly developing professional. In these conditions, the role of training technologies, which effectively influence the formation of pedagogical competence, professional ability, self-improvement is actualized. The situation of communication in the training suggests that diagnostic procedures become an organic component of learning, affecting the creation of an individual self-improvement area of the teacher. The training carries out the following functions: didactic, educational, developmental, and professional (S.Harin) [10] that contribute to the formation of a strategy for self-development, direct the vector of potential professional self-improvement of the teacher. During the training the person acquires knowledge, abilities, skills of interpersonal interaction, a pronounced focus on the formation of certain qualities are realized during the training. The developmental nature of the training is manifested in the qualitative changes in the teacher`s personality, creating conditions for the correction and improvement of professional knowledge and skills. Consequently, the training of professional self-improvement enhances the context of learning in three areas: knowledge of the nature of self-improvement, self-knowledge, self-realization and ways of using them; abilities that promote self-improvement, more effective interaction between teacher and student for the mutual enrichment of pedagogical values and views. It should be remembered that the process of learning by means of training is creative because the high school teacher independently looks for a solution to a problem that corresponds to his/her pedagogical views, interests and needs. So, the personal experience of the teacher is used not spontaneously, but reflexively, and that allows to fix, analyze his/her actions and deeds and apply the acquired knowledge to the situation adequately. Thus, training for professional self-improvement is an integral part of the technology of this process, an interactive form of training within the scope of expanding professional competence and the creation of an individual professional self-improvement area.

In our opinion, the results of the control experiment for the transcendental-reflexive criterion of self-improvement were very interesting. It should be noted that significant changes were observed in the studied Group II. At all levels of the expression of this criterion, the changes were recorded in favor of high results. The presentation of the baseline indicators decreased almost from 23.29% to 11.0%, and the number of indicators of the optimal and reference levels increased (pic. 1.1). The identified differences corresponded to a statistically significant level (respectively, $p \leq 0.001$ and $p \leq 0.01$). Consequently, this is due to the meaningful changes and acquiring the experience of innovative pedagogical activity through the interactive learning within the established situations, designing changes of the teacher in his/her professional activities and in himself/herself (open lessons, self-development training seminars), special courses, the schools of professional self-improvement for the high school teacher and in general the technology of professional self-improvement that stimulates the processes of self-development.




Pic. 1.1. Indicators of the development of the transcendental-reflexive self-improvement criterion of teachers from Group II before and after the formation experiment

In the group of teachers who had little teaching experience, the differences between the indicators before and after the experiment was recorded only at the reference level – there was an increase in percentage representation from 8.04% to 14.67% ($p \leq 0.05$) (pic. 1.2 ) The latter fact can be explained by a more intensive process of formation of professional values, gaining experience of reflexive activity that is the basis for the teachers` professional self-improvement from Group I, the sensitivity of the identified age category for all innovative processes that leads to an increase in the level of self-regulatory processes in the teacher's personal field; a deep awareness of the significance of teaching activity, a successful self-identification with a teacher who seeks perfection. The indicators of the development of the reflexive-transcendental criterion of self-improvement of the humanitarian teachers from Group I before and after the formation experiment are presented on pic.1.2.




Pic. 1.2. Indicators of the development of the reflexive-transcendental criterion of self-improvement of the humanitarian teachers from Group I before and after the formation experiment

## Conclusions and perspectives of further research in this area

The increase in the level of the formation of the transcendental-reflexive criterion of the teachers` professional self-improvement was determined by a change in the level of self-control reflectivity, self-regulation; identification of yourself as a successful teacher who using the experience can uplift the routine and using the skills can remove barriers to professional self-improvement. These results became possible due to analytical-reflexive exercises, simulation games, reflexively analytical conversations that were part of the professional self-improvement technology.

The results of the study recorded the stable, repetitive, objectively existing relationships (regularities) that contributed to effective professional self-improvement of the teachers. The professional self-improvement of the teachers as a spiritually developed, intellectually hardened, emotionally rich and creative personality who was based on the principles of humanism, led to the expansion of socio-humanistic motives and the generation of humanistic value orientations at the teachers` work, rethinking the sense of personal responsibility for the creation of professional and pedagogical reality, for the quality of the realization of the subject-subject relations that included the activity and consciousness of the participants of the social interaction of higher education in the professional and personal self-development;

The priority of moral and spiritual self-development of the teacher was traced in the constant growth of the teacher`s “I`m professional” and “I`m spiritual” that motivates and enrich the process of professional development with higher spiritual and professional values. This pattern manifested itself in the full extent of the spiritual fullness of the professional and personal life of the teacher through the maximum spiritual tension, passion for teaching, affection, intellect, and will.

The more innovative was teachers` activities, the more effective was the processes of professional self-development that were manifested in the problem of reality, the ability to see conflicts, contradictions; critical attitude to the norm; pedagogical reflection, creativity; the embodiment of the professional activities of their professional intentions and way of life; socio-cultural dialogue on the basis of understanding, acceptance and recognition of personality, ability to have dialogue as an intersubjective process in which the interaction of qualitatively different intellectual-value positions took place.

The experimental verification has proved that the developed reflexive stage of the pedagogical technology is effective, innovative, dynamic and provides continuity, variability, efficiency, and proactiveness of professional self-improvement of the high school teachers.

## References


1. R. Berns (1986), Development of “Self-concept” and upbringing: transl. from English, Moscow: Progress, 421 p.
2. I. Bekh (2006), Personal education: climbing to spirituality, Science publication, Kyiv: Lybid, 272 p.
3. N. Volkova (2005), Personality-oriented technologies in the teaching the professional-pedagogical communication, Pedagogical Sciences: Scientific works collection, Berdiansk, Edition 4, P. 18 – 26.
4. V. Dokuchaieva (2005), Design of epy innovative pedagogical systems in the modern educational space, Monograph, Luhansk: Alma-mater, 304 p.
5. L. Petrovskaya (1989), Competence in communication: Socio-psychological training, Moscow: Izd-vo Mosc. un-ta, 216 p.
6. S. Rubinshteyn (2002), Existance and consciousness. Man and world, St. Petersburg: Piter, 512 p.
7. V. Slastenin (1993), Formation of the teacher`s professional culture, Moscow: Prosveshenie, 291 p.
8. V. Slastenin (1997), Pedagogy: Innovative activity, Moscow: ICHP: Izdatelstvo Magistr, 224 p.
9. Dictionary of foreign words (1988), Edition 16, Amended / Head Ed. N. M. Komarova, Ed. E. N. Zakharenko, T. A. Pichugina, Moscow: Rus. Yaz, 624 p.
10. S. Harin (1998), Art of psycho-training: completed your gestalt, Minsk: Izd. V. P. Iliin, 352 p.
11. H. Tsvietkova (2017), Emotional intelligence: the mental basis of professional self-improvement of a high school teacher, Nauka i Osvita, Edition 2, P. 49 – 59.

# METHOD AND EXPERIENCE OF HOLDING MASTER-CLASSES

*Hanna Vyshnevska*
*PhD student, University of Education Management*
*Institute of Management and Psychology*

**Abstract.** The master class is an original way of organizing the activities of teachers within a small group. The master class as a local technology of the translation of pedagogical experience demonstrates a specific methodological method or method, teaching methodology, technology of education, education. It consists of tasks that direct the activities of participants to solve the pedagogical problem posed.

**Keyword:** *Master, experience, demonstration, model, classes, recommendations, receptions, systematization.*

## 1. Method

A master-class, which is becoming a very popular teaching method, is an innovative approach to active and professional training in almost all human activities.

Master-classes sometimes replace different types of practical classes to consolidate the theoretical material or several-day courses that cover the basics of newfangled practices of a particular social group.

Given this, it's possible to consider any activity in a kindergarten or elementary school as a master-class. Although this interpretation may seem rightful, it is false, because a master-class suggests students' having some previous experience and skills, and most importantly, that students are somehow knowledgeable in the theory of the subject of the master-class.

The master class can be compared to sports training, where the trainer is a successful athlete who, using his own example and athletic exercises, teaches and trains his students, who are athletes, too, though not champions yet.

The main distinction of the master-class from the classical and traditional varieties of teaching (lessons, lectures, seminars, practical classes, etc.) is that the Master (Expert), besides giving general information about the master-class subject, encourages students to develop their skills and knowledge based on the Master's knowledge and skills.

In other words, the master tells, shows, offers individual work, oversees and corrects, teaches, while students listen, watch, perform individual work, correct mistakes, learn and increase their personal level. Students' creative implementation of the theoretical guidelines, which is supervised by the master, is, probably, the most effective method of teaching both classical and optional, new and innovative knowledge, skills, technologies and techniques.

It is necessary to focus on the important component of the master-class, i.e., creativity. The creative approach used in the master-class should concern:

- communication with students - establishing contact with students and maintaining students' attention;
- providing information to students - students' perceptions of information through their contact with the master;
- providing feedback from students - encouraging students' proposals and ideas, etc.;
- practical exercises - revealing student's individual visions, styles, ideas or techniques for the technological accomplishment of the task.

Undoubtfully, creativity is easier to implement in those areas where it is essentially present: music, art, literature, architecture, design, etc., and also education. Even in exact physics or mathematics, creative ideas may lead to discoveries.

A distinctive feature of the master-class is its duration, which usually does not exceed several hours. That is, the master-class requires enough time only for the

development of certain skills suggested by its subject.

Excessing the optimal time, tires the students and the master; they lose concentration, attention and patience and the master-class becomes an academic lesson or a training course followed by the examination to assess students' performance.

The master-class is aimed at covering a particular subject and presenting and teaching specific traditional or new technologies, master's ideas and techniques, as well as finding out / developing innovative technologies or methods as a result of master-students' joint effort.

Naturally, there are exceptions to the master-class rules and conditions. In such cases, a particular master-class subject or lack of students' experience are not an obstacle to the creative master-students collaboration. A creative master-class approach can reveal students' hidden and unexpected capacities.

Therefore, it should be noted that in most cases, only a combination of certain conditions that comply with the master-class objectives can make it effective.

These master-class objectives should include:

- a combination of theoretical and practical training through the master-students' joint creative work;
- masters' giving certain knowledge and information to students;
- demonstration of the sequence of actions, methods and techniques;
- commenting on and adjusting the process of task accomplishment;
- students' gaining new professional experience and developing new skills;
- students' receiving exclusive information;
- students' mastering new / alternative methods and techniques;
- students' master-supervised task accomplishment;
- students' getting enjoyment from their own achievements.

The modern practice of master-classes does not offer a definite sequence of the master's actions or students' rules of behavior. Each master has his/her individual style of holding master-classes and his/her master-class secrets.

That is why a master-class can be held in any way, without any plans and/or norms. Everything depends on the master and students. It should be noted that a master may use hidden educational and psychological techniques that make it manageable according to the unwritten procedure.

It is recommended that a master develop their modus operandi, which will make their master-classes effective. Below is an approximate master-class procedure.

**Master-class procedure**

To simplify a master-class preparation, organization and conduct, a special procedure is proposed.

- Organizational part.
- Deciding on the master-class subject.
- Deciding on the composition and number of the master-class students as well as the master-class venue, conditions, etc.
- Preparation of the master-class materials (tools, raw materials, equipment, literature, samples, etc.) in accordance with the master-class plan.
- II Main part
- Presentation of the master:
- characteristics of his/her profession/ specialty;
- his/her achievements, distinctions, experience, skills and abilities;
- comparing master's and other techniques/methods;
- problems, perspectives, forecasts.
- Presentation of the master-class subject (objectives) - theory:
- information about the content of the thematic task;
- presentation of the thematic sample (product, model, etc.);
- phases (technology) of the task accomplishment;
- basic techniques of the task accomplishment and thematic materials.
- Practical training:
- master's demonstrating certain techniques;
- students' doing the techniques demonstrated by the master;
- joint analysis of the results;
- doing corrections.
- Simulation:
- students' individual/group work to practice the new techniques/methods;
- master's supervising students' individual/ group work, counseling and making corrections;
- III Final part
- students' presentations of their individual works;

- students' works assessment;
- discussing the results of the master-class

The proposed procedure may help make the master-class optimally effective, because it allows reducing its resource costs, saving time and creating a productive dialogical atmosphere.

Thus, a master-class is an effective way of students' practical self-improvement. The master-class system and work plan proposed by us as well as students' curiosity and desire for professional self-development can create the conditions for an effective master-students collaboration.

**2. Experience**

In addition to a routine school work, school teachers periodically hold master-classes on decorative and applied arts for intermediate and/or final assessment of students' artistic activities and their positive emotional effects. These master-classes are held by the specialists (school staff), who are skilled in arts, to share their experiences and skills with the students from different arts clubs and/or interest groups.

Usually, those master-classes are attended by teachers from other schools, as well as students' parents, relatives and friends. Students can demonstrate their arts skills by copying, and sometimes even improving masters' artistic and technological techniques. Beginner guests, while discovering a world of arts, enjoy the artistic work, which can prompt them to try their hand in arts.

Those master-classes are characterized by the absence of the age barriers between the master and the students and/or between the guests and the master from the very beginning of the master-class. Everyone gets carried away by creative enthusiasm, pleasant communication and joint work, which promotes students' understanding of the master's teaching and instructions. As a result, any completed work of art seems perfect not only to the students, but to the master, as well.

For a specific reinforcement of student's skills, the master encourages the students to take part in various exhibitions and children's contests held outside the school. This participation is a good chance for the students to make known their initial artistic skills at children/youth district, city or state events, which, in the future, may offer the students good opportunities for serious artistic work.

At the same time, the master's need to share their knowledge, skills and experience is satisfied with their new master-classes that they held in other schools, at children's clubs, exhibitions, fairs, etc.

The master also needs the daily development of their knowledge and skills and learning new artistic methods and techniques. That is why the master from time to time turns into a master-class student and attends different master-classes held by other masters.

## Conclusion

Based on the author's own experience, it can be concluded that a master-class as a popular active professional teaching/training method can be used in any human activity. Interested and creative attitudes towards master-classes may promote professional growth of both masters and students. Because of master-classes' great effectiveness, they should be popularized and widely used as a teaching/learning innovation to develop students' skills in various fields.

## References

1. Жерносек, І. П. (1998). Науково-методична робота в загальноосвітній школі. Київ: ІЗМН.
2. Постельняк, А. І. (2009). Майстер-клас в системі методичної роботи з педагогічними кадрами. Кіровоград: КОІППО.
3. Нечитайлова, Е. В. (2003). Технология мастер-класса в системе совершенствования педагогического мастерства учителя. Советы учителю. Ростов-на-Дону, 11, 39-52
4. Русских, Г. А. Практическое использование методики мастер-класса в работе учителя наук естественного цикла. Народное образование, 3, 48-64
5. Андрущенко, В., Табачек, І. (2005). Формування особистості вчителя в сучасних умовах. Політичний менеджмент. Київ, 1(10), 58-69
6. Селевко, Г. К. (2005). Альтернативні педагогічні технології. Київ: НДІ шкільних технологій.
7. Пометун, О., Піроженко, Л. (2005). Сучасний урок. Kyiv: А.С.К.
8. Григораш, В. В. (2013). Педагогічні ради, майстер-класи, тренінги. Харків: Основа

# SCIENTIFIC – METODOLOGICAL ASPECTS FOR APPLICATION OF MULTICULTURALISM TO „DIALOGUE PHILOSOPHY”

***Khatira Guliyeva***
*Doctor of Philosophy, Associate Professor;*
*Head of Multiculturalism and the Philosophy of Tolerance Department,*
*Institute of Philosophy of ANAS*

**Abstract.** The article analyzes the problem of metodological aspects for application of multiculturalism to “dialogue philosophy”.

Author consider that,in a phase of globalisation, the so-called I. Herders and O. Spenglers "we, they and others" formula of the Enlightenment period,separated from its foundations and thus appeared a scientific and social need for dialogue, communications based on the idea of "global unity ", for axiological factors, the philosophy of the unity of life in all directions and contexts.

So, while cultural policy pursued in a globalisation phase focus on combining national moral traditions all around the world with universal values – pursuing unique cultural “policy”, it stands on multiculturalism and applies its principles. It goes without saying that cultural dialogue which is fundamental idea of multiculturalism emanated from the theory “philosophical dialogue”. It implies that general conjunction of “me – monolog” with “you – them”, in the broad sense cultural and synthetic art combined of humankind, people-nation involved in multinational population, dialogue-oriented relations system of ethnic unities under one umbrella are a component of this philosophical theory and its organic part as well.

**Keywords**: *Philosophy of Dialogue”,Methodological Aspects, Application Multiculturalism, Azerbaijani multiculturalism model*

## Introduction

It is essential to pay exceptional attention to history and subject of this philosophy in order to determine that multiculturalism is a siginificant addition to scientific novelties by major representatives of scientific theory “The philosophical dialogue”.

First and foremost it should be shown that the theory “Philosophical dialogue” has been strengthened and gained authority by Martin Buber who was follower of Marburg School for neokantists, found this philosophy with his work “I and Thou”, appreciably developed it with his philosophical “stories” called “Two characters of faith”, “Human problem”, “Characters of good and evil” etc., French philosopher Emmanuel Levinas, German scientist Frans Rozensweig, Austrian philosopher scientist Ferdinand Ebner, Russian-Soviet scientists, researchers of Cultural Dialogue School Vladimir Bubler, Michael Bakhtin and etc. within great time of approximately a century.

Also, Emmanuel Levinas who described concepts “you” and “he” as “others” and suggested dialogue as only possible form of transcendentality had developed this philosophy. The philosopher’s works “Time and the other”, “Humanism of the other person”, “Path to the other” etc. are his studies that enriched dialogue philosopy.

Another well-known scholar of “Dialogue” philosophy Ferdinand Ebner viewed relations “I” and “You” as “religious moral reality of life”. According to Ebner relations “I” and “You” are feasible through oration, this possibility (14). F. Ebner enriched world philosophy with scientific innovations to areas of both germanevtics and religious ethics, put basics of interscientifical dialogue forward a bit unlike his successors.

Frans Rozensweig who translated works in moral spirit with M.Buber, developed dialogue philosophy in the social-political direction as well as scientific is known as one of the

founders for dialogue bridge between Jews and Christians. For their goodwilling activities both philosophers' rewarding with medals heralds content of "interreligious dialogue" for "dialogue philosophy" not only in personal individual sense, also broad sense.

Russian-Soviet origin Vladimir Bibler and Michael Bakhti had significant roles in founding dialogue philosophy and systematizing it.

V. Bibler who found "Philosophy Club" in his own flat, discussed the topics stood on the scientific agenda, especially marxism philosophy with significant scholars of his time in that flat and was known as publicist of this heritage created his conception overstepping logical, ontological structure such as cultural dialogue in which philosophy is based on dialogue nature of human conscience for the first time (10).

In his work "Culture. Cultural dialogue" (10) V. Bibler addresses culture as communication and existence form, thus this philosophical logical model of culture has a significant role as guarantee to achieve dialogue for world peace, coorperation, friendship with culture in modern stage as well as every time.

Meanwhile world-known Russian-Soviet scholar M. Bakhtin's concepts assume importance with their originality and topicality.

So, in "Bakhtin centres" acting in the leading countries such as England, France, Japon philosopher's scientific heritage is studied – here of course, especially his idea "intercultural dialogue" "culture is existing where two cultures are and self-understanding of culture is its existence by boundries of other culture for dialogue of people who belong to different cultures (2.c.85)" (9) described by Russian scholar L. G. Victorova, dissertations are developed, articles are published based on his concepts.

Addressing M. Bakhtin's great contribution to "dialogue of philosopy"- the concept "Dialogue of people belonging to different cultures" it can be resolutely said that dialogue of nations and different ethnic unities – multiculture as well as dialogue of aboriginal and "incoming" nations assume significant importance as political and social problem of modern world. Even it directs global thinkings in the case of different regions and peoples. *However it is also reality that such a serious scientific case has not been studied by any scientist as novel concept to the historical theory "dialogue of philosophy".*

In the historical compare generally after Bakhtin any critical novelty, in the other word progress has not been observed in the dialogue philosophy. The major reason is understanding of multiculturalism expressly just as political issue. Whereas there are serious grounds for application of multiculturalism into "dialogue of philosophy". In addition to not involvement of multiculturalism into "dialogue of philosophy" it is appealed that there is instability in the analysis of the idea in which the term itself is covered.

Of course it would be purposeful to take a short look at general subject of ideas suggested in the multiculturalism context which causes all thinkers futher anxiety in our modern time.

For example, one of famous representatives of multiculturalism, Canadian scientist Charles Teylor called this field as "the <u>politics</u> of recognition". Famous scientists Y. A. Narochnitskaya put multiculturalism forward philosophical-<u>political</u> concept, also project, A. A. Surkov fenomen, V. Malakhov idea meaning "recognition of diversity". B. A. Tishkov and N. S. Kirabayev interpreted it as "concrete philosophical direction for living theory, practice and policy of peoples belonging to different cultures together in the same society without conflict. However it can be observed that within the history of 60 years authors, dictinaries and wikipedias have used scientific-theoretical base of multiculturalism as multiculturalist programme, ideology, fenomenon, system. For instance, Azerbaijani scientist, professor Etibar Najafov states in standing on political content of multiculturalism that "Stanford Encyclopedia" marks: "Although multiculturalism concept covers all oppressed groups – afro-americans, women, sexual minorities, disabled people etc., majority of multiculturalism researchers includes immigrants (migrants) encompassing ethnic and religious minorities (for instance, Latin Americans in USA, muslims in the Western Europe), national minorities (for instance, catalons, basques, welshs, quebecs) and indigenous peoples (for instance, indigenous peoples in the Northern America, maoris in New Zealand) (6,15).

Not surprisingly that, "Multiculturalism Policy Index for Contemporary Democracies"

which acts from interdisciplinary principles and practical prisms suggests that there is no "universally accepted definition for multiculturalism policy" (19). The "Settlement and Multicultural Affairs" Department of Australia describes multiculturalism as "a term depicting just the cultural and ethnic diversity of modern Australia". "We are a multicultural society, and we will remain so "(18) - they approve the opinions of previous scholars with this decisive assessment, and justify existence of this term on the basis of history and experience.

The employee of the Social Philosophy department of the University called "Russian People's Friendship", A. Surkov, gave a significantly clear explanation of multiculturalism by describing it as "a kind of political, social and cultural paradigm, and based on this paradigm, a unified space of different cultures and traditions developing under equal conditions and without interdependence is established" (15).

From the historical point of view, multiculturalism stands confidently in the line of sciences known and learnt from 19th century until the last decade of the 21st century. Currently, development of scientific subjects dedicated to the study of multiculturalism ideas, increase of the number of scholars in this field allow us to conclude that a new Science has emerged, which is called Multiculturalism and has its historical development path, scientific methodology and historical experience. The Australian political theorist Chandran Kukatas has analyzed the theoretical basics of multiculturalism in his book called "Theoretical basics of multiculturalism" (7*). He has analyzed multiculturalism from 3 aspects: assimilation, isolation and apartheid, and described multiculturalism as a political theory in practice, and as a political practice in theory.*

One of the well-known politicians, Giovanni Sartori, in his book called "Pluralism, multiculturalism and foreigners" (17) comments on the demographic situation of Germany, the country considered the most developed country of Europe, and emphasizes its concern that the local people who are the symbol of national identity of the country is going to "perish", the number of older Muslim people who became the local citizen are going to increase. Of course, it is a proof about the acceptance of multiculturalism in political essence

Another politician, Tilo Sarrazin, in his book called "Germany abolishes itself" (15) objects to the historical, democratic and political traditions of its country, philosophical essence of multiculturalism, its principle of tolerance, in general, objects to liberalism, pluralism and criticizes strongly the political leaders of German by putting forward the issue of integration of Arab and Turkish people (i.e. Muslim people). Sarrazin writes: "Arab and Turkish immigrants can't be the member of German society" (16). German Chancellor Angela Merkel, alongside other German politicians, who did not accept T. Sarrazin first, agrees with him explicitly and says: "In reality, no one will believe. But concept of multiculturalism doesn't work in Germany"(8).

All these samples confirm that the modern world assesses the multiculturalism as a completely independent political program, project and nobody has described it as a part of "Dialogue of Philosophy" which covers differences from unity to the synthetic "culture", and more importantly, a concept which hasn't reached to the level of dialogue of nations, societies, or waiting for the systematization of this "philosophy".

By the way, it should be noted that among the countries accepting multiculturalism as a policy field, the Republic of Azerbaijan is the only country that gives special importance to this field as a state policy, and evaluates it in practice as a life style and a philosophy of life.

The President of the Republic of Azerbaijan, Mr. Ilham Aliyev has combined and applied the idea of Azerbaijanism with the idea of multiculturalism in a period not less than 15 years, and achieved recognition and support of Azerbaijan model of multiculturalism by the world political elite. The systematic works performed in this field at the moment, as well as functioning of the research department called "Multiculturalism and Philosophy of Tolerance" established at the At the Philosophy Institute of the Azerbaijan National Academy of Sciences, study of the model of Azerbaijan multiculturalism in more than 19 countries of the world is the obvious output of contributions given to the science of "Dialogue philosophy" by improvement of multicul-turalism in our country and by our people.

It should also be emphasized that our theorists and well-known scholars also analyze multiculturalism as a political trend, based on historical experience. Although,

starting from the historical foundations to its modern problems, all subjects of multiculturalism are seriously studied in Azerbaijan in a lot of fields, especially in social and humanitarian survey fields, it is a stubborn fact that multiculturalism hasn't defined its position in the "Dialogue of Philosophy", where it belongs scientifically-theoretically. Also, none of Azerbaijan has raised this issue, philosophers of Azerbaijan, and application of Multiculturalism to the "Dialogue of Philosophy" is mentioned in this article for the first time.

## Conclusion

It should also be noted that following Buber and Bakhtin, as well after "Dialogue of Philosophy", the scientific traditions emerged and were recognized through the "Universal dialogue" of M. Kaqa, "cultural dialogue of the world" of Pomerans, "Polyphony of culture" of O. Astafyev (12), but multiculturalism wasn't mentioned in these concepts.

From the scientifically-objectivity and responsibility point of view, we can say that multiculturalism covers theoretically the subject of philosophical ethic and from this point, it is necessary to assess multiculturalism from the prospectus of "Dialogue of Philosophy".

While finalizing the article on scientific-methodological aspects of application of multiculturalism to the "Dialogue of Philosophy" (entrance to the problem), we concluded to the following scientific-objective result that, multiculturalism which is understood and accepted as the cultural theory of new civilization and program of society in modern period, is a scientific concept with its reasonable facts for inclusion definitely to the "Dialogue of Philosophy" based on the principles such as solidarity, tolerance and integrity in terms of contact, impact, communications and relations. For approval of this idea, multiculturalism model of Azerbaijan has great importance and actuality as the most comprehensive source.

## References


1. Speech by President Ilham Aliyev at the World Forum on Intercultural Dialogue. 07-09 April 2011. http://president.az/articles/1845
2. Speech of the President of the Republic of Azerbaijan Ilham Aliyev at the official opening ceremony of the IV Baku International Humanitarian Forum. http: // azertag.azxeber / Prezident_Ilham_-Aliyev|_Multiculturalism in Azerbaijan.
3. Speech of the President of the Republic of Azerbaijan Ilham Aliyev at the drinking-house ceremony on April 18, 2018. https: // www.presiyment.az / articles / 28019¬0503554919
4. Order of President of the Republic of Azerbaijan Ilham Aliyev on declaring the Year of Islamic Solidarity in the Republic of Azerbaijan in 2017 https://www.president.az/articles/22420
5. "Azerbaijan multiculturalism" textbook .BMC, translator. 2017..she.
6. Kukatas Chandran "Theoretical Foundations of Multiculturalism" http://polit.ru/article/2007 /05/27/multiculturalism/
7. About the crisis of multiculturalism http://thedecline.info/en/part1
8. Viktorova LG Dialogue concept culture. Bakhtin - VS Bibler http://www.countries.ru/library/ rusidea/ribb.htm
9. Dialogue Kultur (Bibler VS, Kurganov S.Yu.) http: //www.youtube.com/psyvision.ru/help/ pedagogika/43-ped-tech20/484-ped-tech7.
10. Dobrinina. VI-The twentieth century philosophy: the teaching material. Modern philosophy of dialogue (philosophical meeting): F. Rosenzweig - M. Buber - E. Levinas - M. Bakhtin http://society.polbu.ru/dobrynina_|philosophsyxx /ch20_i.html.
11. Zinoviev Ilya Viktorovich. The problem is the Russian philosophy dialo - ri (http://www.dismus.org/istoria-filosofii/problemy-russkoj-filosofii-dialoga.html).
12. Ivanov A. N. Promoting Idea Dialogue in Western European Philosophy http://www.zpu-journal.ru/ zpu / 2008_4 / Ivanov.pdf.
13. Strogov Sergey. Ferdinand Ebner Http: / /elitsy / comment / 94635 / 326546 /.

14. Surkov A. Multiculturalism in the light of rightness on Polo. https://cyberleninka.ru /article/v/multikulturalizm-v-svete-spravedlivosti-po-rolzu
15. Sarrazin Thilo Deutschland schafft sich ab. https:// www.randomh¬ouse.de/leseprobe/Deutschland-schafft-sich-ab-Wie-wir-unser-Land-aufs-Spiel-setzen/ leseprobe_9783421044303.
16. Sortari Giovanni Ci facem su strainii? Pluralism vs. multiculturalism tradusere de Geo Vasile Editura Humanitas Bucuresti,, 2007.174 pag. http://www.humanitas.ro/humanitas/ce-facem-cu-strainii
17. Settlement and Multicultural Affairs https://www.dss.gov.au/our-responsibilities/settlement-and-multicultural-affairs/programs-policy/a-multicultural-australia/national-agenda-for-a-multicultural- australia / what-is-multiculturalism
18. Multiculturalism Policies in Contemporary Democracies https://translate.google.az/ translate?hl=en&sl=en&tl=az&u=http%3A%2F%2Fwww.queensu.ca%2Fmcp%2F&anno=2.

# THE PATH OF SPIRITUAL TRANSGRESSION IN TAOIST SPIRITUAL PRACTICES

***Leonid Mozgovoy***
*Donbass State*
*Pedagogical University*
*Phd in philosophy Professor, the director*
*of the department of philosophy,*
*socio-political and legal sciences*
*Sloviansk, Ukraine*

***Yulia Butko***
*Donbass State*
*Pedagogical University*
*Senior Lecturer of the Department*
*of philosophy*
*socio-political and legal sciences,*
*Sloviansk, Ukraine*

**Abstract.** The article deals with the spiritual practices of Taoism. It is established that the spiritual path in Taoism has the ultimate ultimate goal - the attainment of eternal, indestructible personality through meditative transformation and the erection of lower mental forces to their higher states. To achieve this, the Taoist practices special practices that include, in addition to the techniques of meditative contemplation, and various gymnastic, respiratory and similar exercises, as well as (on a significant part of their history) - laboratory ("external") alchemy. Among the spiritual practices of Taoism the main thing is meditation, which has little in common with those or other external methods.

The topic of transgression acquires anthropomistic processing in the field of the history of philosophy, since it represents the original version of existence and metaanthropology and allows revealing the transgressive foundations of many social practices, as well as justifying the presence of certain destructive aspirations in a person and analyzing the ways of their expression.

**Keywords:** *concept, transgression, anthropomism, Taoism, mystical experience, hermeneutics.*

## Formulation of the problem

Taoism was and remains one of the leading directions of the religious and philosophical thought of traditional China. It was Taoism that played a decisive role in the integration and syncretization of various ideological currents of ancient and medieval China. On the one hand, Taoism acted as an intermediary between archaic religiosity preserved in China as a powerful stratum of folk beliefs,

and a "great tradition" of imperial culture, and on the other hand, fulfilled similar functions in the interaction of the actual Chinese cultural tradition and Buddhism that came from India , contributing to its entry into Chinese society and adaptation to its norms and values.

Throughout its history, Taoist philosophical ideas have had a strong influence on the most diverse aspects of the culture of traditional China, which can not be adequately understood without knowledge of the basic Taoist doctrines, Taoist philosophy and Taoist religious practices.

One of the central elements of the concept of spiritual meditation in the Taoist philosophy - the doctrine of immortality - has stimulated the creation and development of a special kind of practice, a complex set of psychophysical exercises aimed at self-improvement of the Taoist, for the return of man to world harmony, the merger with nature. All violations of the normal existence of things in nature (drought, flood, bad weather) are a consequence of the loss of harmony between man and nature. Injustice, violation of public order - also a violation of harmony, but in society. Harmony is achieved by human non-interference in the natural order of things. That is, a person must adhere to "non-action" as the fundamental principle of immitating the path of Tao. Therefore, Taoism approves of desertification - a life that gives man the power of spontaneous development of events.

**Analysis of recent research and publications.** The subjects of the philosophy of Taoism were studied by such domestic and foreign scholars as V.S. Skrytutskaya, L.I. Yurchenko, AA Kostenko, B.S. Galimov, SP Kapitsa, AF Kudryashev, MS Kunafin, N.O. Lossky, AV Lukyanov, D.A.Nuriev, R.Yu. Rahmatullin, AI Selivanov, SN Semenov, A.U. Wats, VN Finagents, B.C. Khaziev, K.G. Jung et al. However, it should be noted that there is a lack of extensive national specialized studies of the philosophy of Taoism. The lack of such research leads to the need to fill existing gaps in scientific doctrine and conduct specialized research on this issue.

**The purpose of the article** is to study the doctrine of self-perfection of man in Taoism, to identify the place and significance of this doctrine in it.

**Research methodology**

During this research we basically relied on the historical and philosophical analysis of the concept of spiritual transgression in Taoist anthropomism. In our opinion, the history of philosophy - this is not only a generalizing picture of centuries-old development of human thought. This is another story of individual philosophical currents, schools and problems. Independent and irreplaceable form of scientific research, through which this story is comprehended, is a historical and philosophical analysis.

Also, an analytical method of research was used to review the philosophical and anthropological and cultural-historical material in determining the theoretical and methodological foundations of the study);

**The main material.**

Taoism - one of the leading religious and philosophical currents of China - arose simultaneously with Confucianism (second half of the 1st millennium BC). Its founder is considered by the ancient Chinese philosopher Lao Tzu, the information about which has survived from the legends. According to legend, the mother wore it for several decades, giving birth to the old one (hence the name: Lao Tzu). The content of the leading idea of Taoism lies in the fact that nature, society, each person individually obey not Heaven, but the universal law - Tao, which put order in the chaos of things. Violation of this order causes their abnormal condition. This is especially true in the life of a society when a foolish ruler does not adhere to the "path of Tao." The Tao is not a deity, but something close to reason, nature, path, or law. It is not personified, but precedes all creatures. The Tao is the very beginning of all things, including the sky, everything begins with it, and everything ends with it, it regulates everything that exists. This is the general law of nature, the source of material and spiritual being, their purpose. Tao can not be perceived directly, it is beyond the senses of a person. Therefore, everything that a person feels is not a tao, but only his manifestation. Cognition of Tao can only be given by the Tao itself [4].

According to this doctrine, it is extremely important for a person to become on the way of understanding the essence, living in accordance with his requirements. So it will be good for both people and for the state. Tao's knowledge is due to the consequences of his actions, and they are manifested through "virtue." Where it is, Dao acts, who is virtuous, who performs the law of Tao. Through the imitation of the path of the Tao, the return of man to world harmony, the

merger with nature. All violations of the normal existence of things in nature (drought, flood, bad weather) are a consequence of the loss of harmony between man and nature. Injustice, violation of public order - also a violation of harmony, but in society. Harmony is achieved by human non-interference in the natural order of things. That is, a person must adhere to "non-action" as the fundamental principle of immitating the path of Tao. Therefore, Taoism approves of desertification - a life that gives man the power of spontaneous development of events. Taoism for a long time acted only as a philosophical concept. The idea of Tao more or less accurately reflects the universal connection of phenomena and things of the objective world. This idea leads to an understanding of causality, to the recognition of the objectivity of the laws of the world. However, Tao was interpreted also as the spiritual basis of things. Therefore, the philosophy of Taoism can not be considered entirely due either to materialism, or to idealism. Inaudible in Taoism and the idea of supernatural.

The idea of immortality and eternal youth, longevity occupies a significant place in the Taoist doctrine. According to Taoism, man is the object of the influence of 33 thousand spirits, which bring longevity through proclamation, divination, etc. [1]. For this purpose and special physical exercises, systems of breathing, food rations, covered with Taoist mysticism. Immortality is also the subject of Taoist mythology. It refers to the immortal saints whose earthly life was full of miracles. These saints knew the magical means of immortality, secret formulas and spells, which provided them with transformation into eternal spirits. There is little information about their integrity and high morality, since the main role in their acquisition of immortality belongs to the knowledge of magic.

The path to the development of primitive nature and vitality is "self-improvement" (Xu Shen). The latter is carried out mainly through spiritual meditation and has little in common with those or other external methods (for example, respiratory exercises). The purpose of perfection is the attainment of eternal, indestructible personality, and its means - the meditative transformation and the erection of lower mental forces to their higher states. In this way, the isolation of the individual overcomes and establishes its strong connection with space and society.

The meaning of meditation is to exclude any possibility of external influence on both the body and the mind, and develop the ability to listen.

Meditation should be done two or three times a day for at least half an hour ("burning time of a smoking stick"); In addition, you should read the book of the teacher's instructions every day [3].

Spiritual perfection under the direction of the "Reverend Teacher" (da tsun) is supplemented by guidelines of a more general, philosophical meaning, in which the mentor of the newcomers (Xue Chang) clarifies the principles of spiritual perfection.

The return to the original nature is achieved not by the assimilation of some moral principles, the fulfillment of moral obligations, the curtailment of the natural beginning in man, but, on the contrary, through the liberation from excessive, excessive, and therefore unnatural desires and passions (from the thirst for glory, wealth, power, malice and envy, etc.).

According to the Taoist notions, a person can achieve enlightenment only if her deepest forces awaken in her, and the whole person, body and soul, undergoes transformation. This process - both physical and spiritual. For the body must have the vital force through which the spiritual, immortal man is born [2].

The enlightened man operates at that point of the cosmos that was set aside for it; "It affects without conscious intention," it is "empty" of all qualities, united with the world, its process and life and its general basis, because it is now outside the physical space itself [5].Over the centuries, different aspects and schools of Daoism have favored different modes of sacralization and identity formation, each placing its key emphasis on one pattern and paying less attention to the others. Thinkers or literati Daoists, often working in the wake of Laozi and Zhuangzi, thus have opted to formulate belief systems, yet they were also committed to their inspiring models and their myths and followed regimens of ritually formalized self-cultivation to enhance the philosophers' concepts in their lives. The members of the early movements, Great Peace and Celestial Masters, focused on ritual patterns and behavioral models, but they also had a clear belief system – including a new level of transcendence that allowed them to

experiment with new social forms and ethnic integration—and required a strong commitment of members to the group, as expressed in sexual rites and the use of confession rather than medicine to heal diseases.

Throughout history, Daoist communities have been open to others and have welcomed outsiders and non-Daoist ways. Daoist temples, therefore, often were and are community temples; Daoist offerings have included blood sacrifices in adaptation of popular practices; Daoist hand gestures and incantations have integrated Buddhist mudras and mantras; Daoist rituals of salvation of the dead have been similar to Buddhist and popular practices; and even the uniquely Daoist practice of sending announcements, petitions, and memorials to theTo delineate a Daoist identity through ritual, scholars must examine the rites for their uniquely Daoist aspects. Thus, for example, Daoist ritual gestures can be described as unique in that the different parts of the hand are correlated with different aspects of the cosmos, and even though the gesture may have an Indian name and imitate Buddhism, its cosmic meaning and impact on the universe are strictly Daoist. Similarly, there may be offerings of pigs and other animals during a Daoist *jiao,* but they are placed far away from the most holy activity. The ritual banquet, moreover, in Buddhism enacts the welcome that a host extends to his or her guest; in Daoism it is an audience with the celestials. And, most importantly, the Daoist priest becomes, for the duration of the ritual, a celestial officer, his or her task the conveyance of formal orders to the heavenly administration.In all these ways of forming Daoist identity, specific concepts, images, metaphors, and symbols play a pervasive role, constructing a valid network of ideas and a flow of narrative to show how to be Daoist in this world.

## Conclusions

The doctrine of self-improvement of man is one of the most important places in Taoism. According to Taoist doctrine, it is through self-perfection, which is the application of special meditative methods, the return of man to the original nature, which is a prerequisite for the establishment and maintenance of order in the world - both physical and psychological.

Taoists have always looked at the human body as a microcosm, a small universe. But the world, according to the classical Chinese representations, is eternal, and therefore, the eternal should be the body-microcosm - the likeness of this world. The achievement of this state, lost due to the retreat of the human race from the Tao-Path of the universe, is aimed primarily at the practical methods of the Taoist hermits and alchemists. In addition, the triads of deities of civic fields have an important function-creative, life-supporting. They perform it by bringing energy qi in the human body to proper circulation.

## References

1. Ge Hun. Baoputszyi ney nyan tszyaoshi (Ezotericheskie glavyi «Baoputszyi» s kommentariyami). Pekin, 1985. — 284 s.
2. DaoDeTszin / Pod red. V.V.Antonova; Hud. M.Shtil. — Odessa: «New Atlanteans», 2008. — 60 s.
3. Topchinov E.A. Religii mipa: Opyit zappedelnogo (psihotehnika i tpanspepsonalnyie sostoyaniya). — SanktPeterburg: Tsentp «Petepbypgskoe Vostokovedenie», 1998. — 384 s.
4. Filonov S.V. Zolotyie knigi i nefritovyie pismena. Daosskie pismennyie pamyatniki III - VI vv. (Orientalia) - 2011. — 660 s
5. Patalon M. On the possibility of judais m and taoism convergence in the future of educatio nal and social development \\ Ukrainian professional education. 2017. N1. Режим доступу: https://zenodo.org/record/888311#.WnBxCq5l_IU
6. Lippens R., Hardie-Bick J. Short Editorial Introduction: Transcendence and Transgression // Spinger Science + Business Media. Special Issue, 2017. P. 347– 349.

# INTERRELATION BETWEEN INDIVIDUAL CREATIVITY AND STRESS MANAGEMENT PECULIARITIES

***Serhii Babak***
*Master of Department of Psychology*
*State institution of higher education*
*«Uzhhorod National University»,*
*Ukraine*

***Inna Yukhymenko***
*Assistant of Department of Psychology*
*State institution of higher education*
*«Uzhhorod National University»,*
*Ukraine*

**UDK 159.923.2:159.944.2**

**Abstract.** Article considers basic approaches to individual creativity research problem. Basic characteristics and peculiarities of stress as a psychological state are highlighted. Article analyzed ways of individual behavior in stressful situations: attack, escape, suppression, switching, displacement, collision. Mathematical and statistical data analysis was carried out in order to establish correlation relations. Authors present the results of empirical research of interrelation between individual creativity and student behavior strategies in stressful situations.
**Keywords:** *creativity, verbal creativity, non-verbal creativity, art, stress, stress resistance, coping strategy, student period.*

## Setting up a research problem

Economic, social, and political conditions instability prevents a person to navigate in surrounding reality, by creating stressful situations. The most common factor that can cause this phenomenon is unknown; the causes of stress vary depending on persons' individual characteristics, lifestyle, environment, etc. Society needs active individuals capable of creative approach to problem situations. Individual's ability to look at the situation from the other side helps to adapt to social environment constant changes and requirements. To meet the challenges of modern times, society

is interested in identifying mental resources to form stress resistance and improve creative potential of a person, especially during student period, as this period is most favorable for psychological and social development. Becoming a specialist competent in various fields, with non-standard and original views, with high creativity level could contribute to problems and tasks solving.

Despite the large number of studies aimed at studying creativity, finding the determinants of its development, a significant number of issues remains insufficiently developed. Currently, possible interrelations between creativity and other individual characteristics, including behavior in stressful situations, are not fully explored making research in this field topical.

**The purpose of the article.** To empirically explore psychological peculiarities of the interrelation between creativity and student stress management peculiarities.

**Analysis of recent researches and publications.** Stress peculiarities were studied by such scholars as R. Lazarus, T.D. Wilson, P. Wong and others. Studying various aspects of this phenomenon, scientists have made a great contribution to the field of psychology, but never fully investigated this subject.

Founder of the theory of stress is a Canadian scientist Hans Selye [2, p. 9]. He introduced the concept of stress phase, highlighting the alert phase (mobilization of defense forces), resistance (adaptation to difficult situations), and exhaustion (the result of long-term stress action) [1; 10].

Hans Selye identified stress as "the universal organism response to irritants various by their nature". This means that good events (for example, work promotion), to which we must adapt, and bad ones (for example, the death of beloved person), to which we also must adapt, are physiologically expressed similarly. [3, p. 20].

Various aspects of this problem, effective ways to overcome and exit from stressful situations are continued to be studied.

Different aspects of creativity were studied by J. Gilford, S. Taylor, P. Torrens, S. Mednik, A. Maslow, V. M. Druzhinin and others. For a long time this psychological characteristic caused doubts and disputes.

E. Fromm understood creativity as the ability to wonder and learn, the ability to find solutions in non-standard situations, the focus on discovering a new and the ability to cognition of own experience [6, p. 11].

Creativity implies, from Sternberg point of view, the ability to go for reasonable risk, readiness to overcome obstacles, internal motivation, tolerance to uncertainty, readiness to resist the opinion of others [4, p. 199].

According to E. Torrance, creativity is not special, but general ability based on constellation of common intelligence, individual characteristics and productive thinking ability [13, p.5].

**Main research material.**

Stress - the emotional state of the individual, which occurs in situations that violate the established course of his life. This state is a non-specific reaction of the organism to the requirements that are being put forward to it [8, p. 371].

Stress - a state of mental tension that occurs in humans during activities both in everyday life and in particularly difficult situations [11, p. 239].

Basic indirect factor between stress and individual is the process of perception and assessment of events by their significance, control capabilities, management resources [12, p. 194].

The concept of "coping behavior" (managing behavior) is used to characterize human behavior in different situations.

Managing strategies are being developed at the stage of secondary stressor assessment, resulting in one of three possible ways of managing stress:

- direct active actions of the individual in order to reduce or eliminate the danger;
- indirect or mental form without direct influence, impossible due to internal or external braking (displacement, revaluation, suppression, switching, redirection of emotion in order to neutralize it, etc.);
- managing without emotions when the threat is not rated as real [12, p. 240].

One of possible ways of coping stress could be individual creativity, the ability to look at the situation from the other side, finding original approaches.

Creativity (from Latin Creatio - creation) is the ability of a person to generate unusual ideas, to find original solutions, to deviate from traditional patterns of thinking [5, p. 157 ].

Creativity manifests itself through personal feelings, reflections, knowledge, sensations, and actions. Creativity appears as a behavior in relative absence of threat and coercion from

environment. Creativity is perception, response, action and communication of personality, which is not compelled by others and in relaxed atmosphere [7, p. 25 ].

Creativity could be manifested in a certain area, in a special activity, but it could be comprehensive, when a person creatively approaches any cases [9, p. 26].

This research was conducted in SIHE “Uzhhorod National University”. Sampling - 43 people. Subject’s age: 18-20 years.

The following techniques were used: short test of creative thinking by E. P. Torrens, adaptation A.N. Voronin - subtest "Completion of drawings"; S. Mednyk's test "Diagnosis of verbal creativity" (adult version, adaptation by A. N. Voronin); questionnaire "Coping Strategies" by R. Lazarus; methodology "Psychological Stress Scale PSM-25"; questionnaire on determination of inclination to stress (Nemchinov and Taylor).

By the method of E. P. Torrens "diagnostics of non-verbal creativity" the following results were obtained:

1. Scale «Productivity»: high level - 100%; average level - 0%; low level - 0%.
2. Scale "Flexibility": high level -91%; average level -9%; low level -0%.
3. Scale "Originality": high level -0%; average level -63%; low level -37%.
4. Scale "Development": high level -16%; average level -75%; low level -9%.

Obtained results of this technique show that members of the sample can create a large number of ideas, diverse from different aspects. However, these ideas have lack of originality that is a deviation from standard and obvious.

Results, obtained using this technique, are presented in Fig.1.

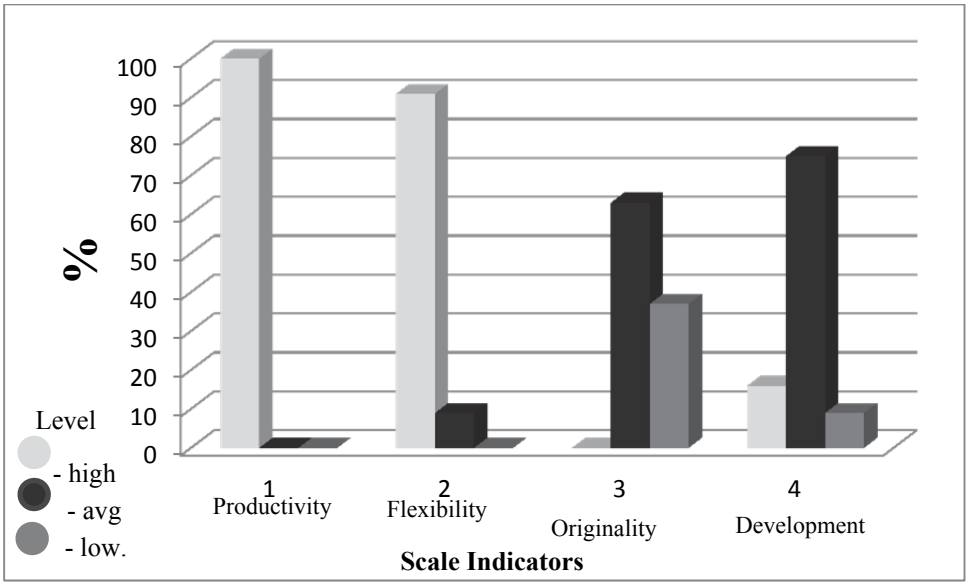



Fig. 1. Average indicators of the group studied using E. P. Torrens' method “Short Test of Creative Thinking”

Using S. Mednyk's method "Diagnosis of verbal creativity" the following results were obtained:

1. Originality index: high level - 46%; average level - 49%; low level - 5%.
2. Uniqueness index: high level -12%; average level - 21%; low level - 67%.

Results of this technique show that representatives of this sample are able to create a large number of ideas; however, a significant part of them will be obvious and not unique. Results, obtained using this technique, are presented in Fig.2.

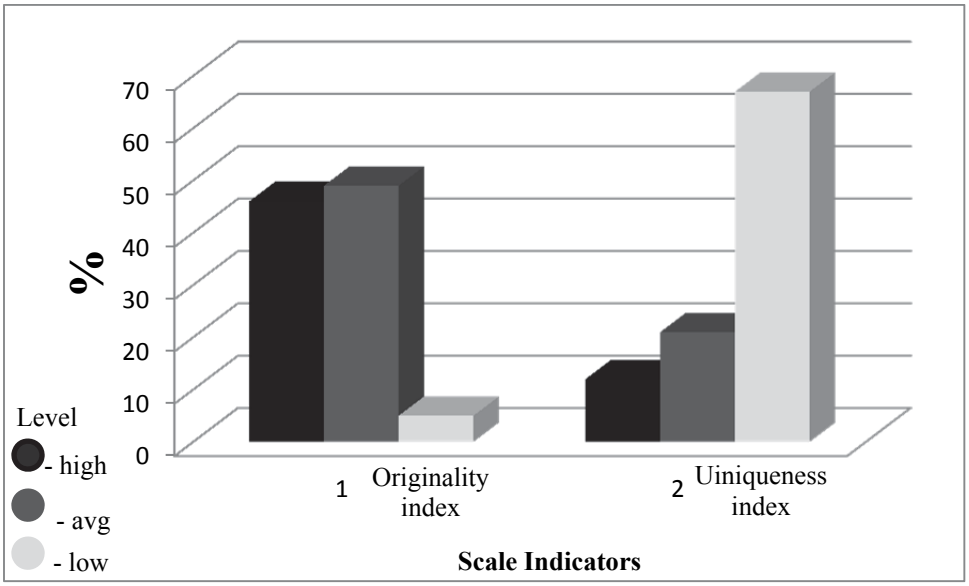



Fig.2. Average indicators of the group studied using S.Mednyk's test method "Diagnosis of verbal creativity"

According to the method of "Coping Strategies" y R. Lazarus following results were obtained: confrontation dominates in 53%; distancing dominates in 52%; self-control dominates in 63%; search for social support dominates in 59%; responsibility acceptance dominates in 77%; escape-avoidance dominates in 56%; problem solving planning dominates in 70%; positive revaluation dominates in 66%.

Results obtained using this methodology show that representatives of the sample are more inclined to choose a strategy for solving stress situations: responsibility acceptance and problem solving planning that indicates recognition of their role in a problem and efforts to change the situation, including analytical approach to problem solution. Results, obtained using this technique, are presented in Fig. 3.

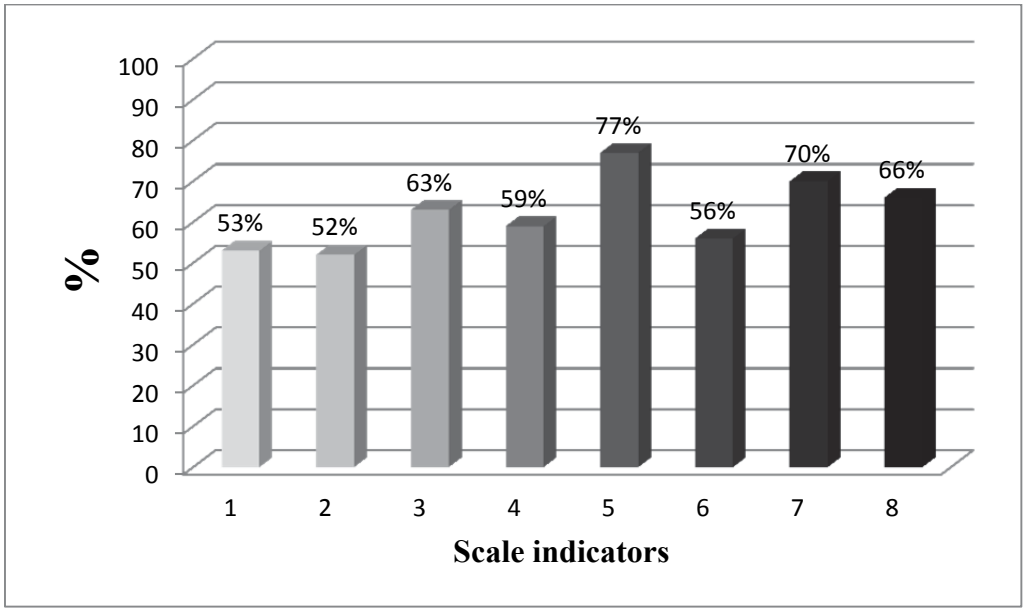



Fig.3. Average indicators of the group studied using questionnaire «Coping strategies» by R. Lazarus

Note: 1. Confrontation; 2. Distancing; 3. Self-control; 4. Search for social support; 5. Responsibility acceptance; 6. Escape-avoidance; 7. Problem solving planning; 8. Positive revaluation.

According to "Psychological Stress Scale PSM-25" method, the following results were obtained: low stress level dominates in 70%; average stress level dominates in 16%; high stress level dominates in 14%.

Results obtained using this technique show that low stress level dominates among sample representatives. Results, obtained using this technique, are shown in Fig.4.

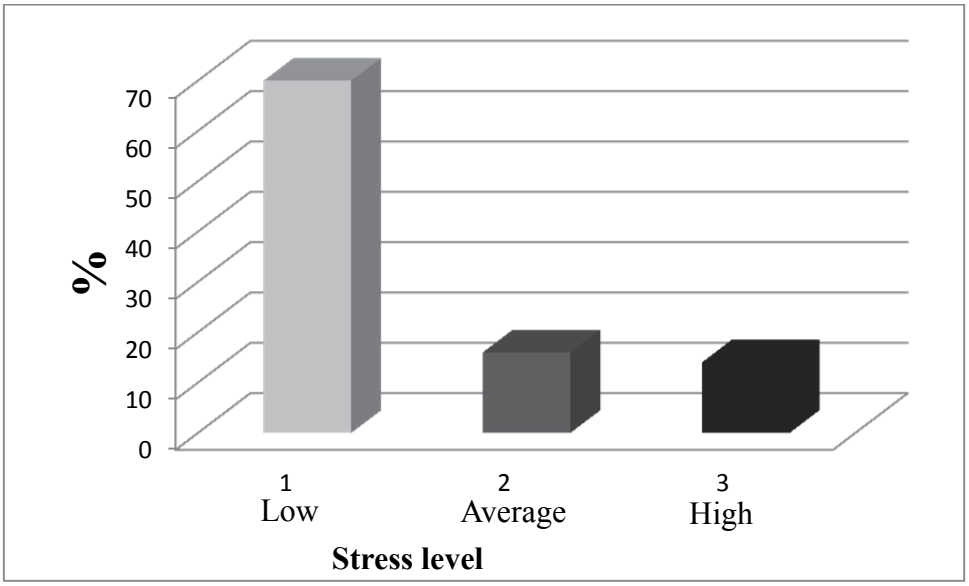



Fig.4. Average indicators of the group studied using «Psychological Stress Scale PSM-25» method

According to "Questionnaire for determining the inclination to stress" (Nemchinov and Taylor) methodology the following results were obtained: high level of stress resistance dominates in 33%; average level of stress resistance dominates in 42%; eustress dominates in 20%; distress dominates in 5%.

Results obtained using this methodology show that average level of stress resistance dominates among sample representatives. Results, obtained using this technique, are shown in Fig.5.

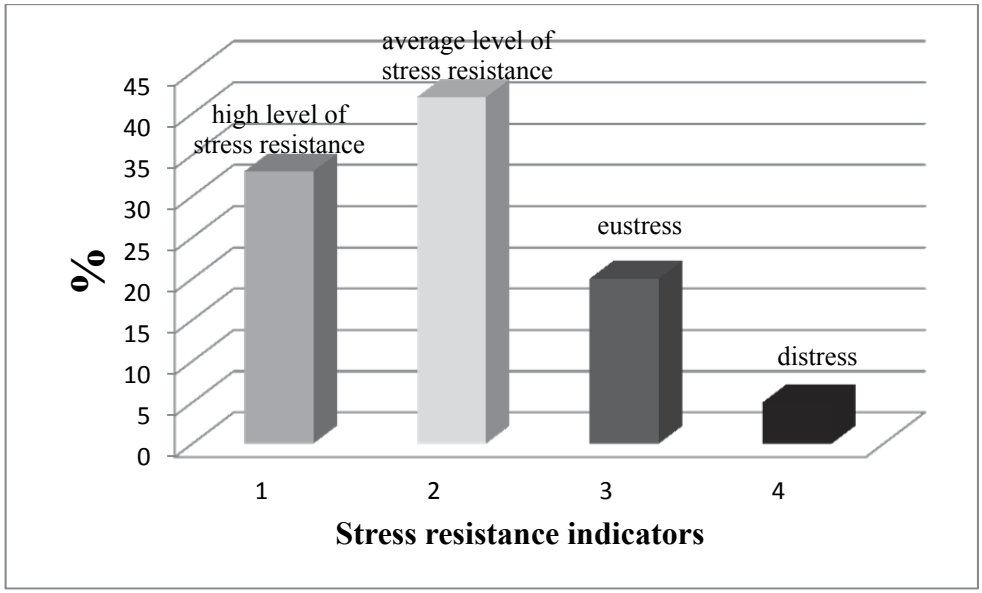



Fig.5. Average indicators of the group studied using "
Questionnaire for determining the inclination to stress" methodology

To calculate correlations Pearson correlation coefficient was used. The following results of correlation research were obtained:

- Negative correlation between productivity of non-verbal creativity and coping strategies, aimed at responsibility acceptance, indicators ($r = -0{,}390^{**}$; $p<0{,}01$). The more people will recognize errors and their role in a problem, the less likely they will generate plenty of ideas for solving life

situations, and vice versa, without taking responsibility while solving a particular problem, people are more productive when creating various ideas.

- Negative correlation between productivity of non-verbal creativity and stress development predisposition indicators. People, who have distress predisposition that appears on a background of prolonged or severe effects on organism, will not be able to find a large number of ideas for decision making in the circumstances facing them. On the contrary, people, able to withstand psychological overload, to resist stressful situations, are capable of generating a large number of diverse ideas.
- Negative correlation between verbal creativity originality indicator and stress management strategy that manifests itself in problem solving planning ($r = -0{,}380^*$; $p<0{,}05$). The more people concentrate their efforts to change situations that arise, begin to find possible solutions of problem that emerge, the less original will be their ideas of changing these situations. On the contrary, the less people will plan and think over problem solution, the more unique and original way out of situation they could find.
- Negative correlation between verbal creativity uniqueness indicator and coping strategy, aimed at search for social support. People, who will often direct their efforts to find support from surroundings, will rarely put forward unique and unobvious ideas. People who rely on themselves solving problems, do not need help and advice from others, often bring out unique ideas, without resorting to imitation of previously created.

## Conclusions and perspectives of further research

As a result of the research, we have found that creativity is individual's ability to think and act not standard, in line with the goals set, to find original ideas and solutions not only in creative activities, but also in other spheres of life.

It was found that behavior that aims to eliminate or avoid threat and to change the stressful situation is regarded as active coping behavior. Passive coping behavior is aimed at removing the stimulus before situation change.

We found a negative correlation between non-verbal creativity indicator and coping strategy aimed at responsibility accepting, a negative correlation between non-verbal creativity productivity indicator and stress development predisposition, a negative correlation between verbal creativity originality indicator and coping strategy that manifests itself in problem solution planning, a negative correlation between the verbal creativity uniqueness indicator and coping strategy, aimed at search for social support. That is, creativity to a certain extent may be related to individual behavior peculiarities in stressful situations.

Problem of interrelationship between creativity and individual behavior peculiarities in stressful situations do not within the range of issues discussed in this article. Prospective areas of further research could be deepening of theoretical and empirical data about this topic, namely studying factors that contribute to raising the level of individual creativity.

Creation of correction-development program aimed at raising the level of individual creativity and stress resistance could be highly prospective. Psychological exercises, tasks, aimed at creativity skills forming and developing could be one of possible ways out of a stressful situation.

## References

1. Vasiliev, V.N. (1991). Zdorovye i stress [*Health and stress*]. Moscow: Znaniye.
2. Gretsov, A.G. (2008). *Trening kreativnosti dlya starsheklassnikov i studentov* [*Creativity training for senior pupils and students*]. St.Petersburg: Piter.
3. Greenberg J.S. (2002). *Upravleniye stressom* [*Stress Management*]. St.Petersburg: Peter.
4. Druzhinin, V.N. (2007). *Psikhologiya obshchikh sposobnostey* [*Psychology of general abilities*]. St.Petersburg: Piter.
5. Ilyin, E.P. (2009). *Psikhologiya tvorchestva, kreativnosti, odarennosti* [*Psychology of Creativity, Creativity, Giftedness*]. St.Petersburg: Piter.
6. Kozlov, V.V. (2008). *Psikhologiya tvorchestva: svet, sumerki i temnaya nochdushi* [*Psychology of creativity: light, twilight and dark night of the soul*]. Moscow: Gala.

7. Meyerovich, M.I., & Shragina, L.I. (2003). *Teorii resheniya izobretatel'skikh zadach* [*Theories of solving inventive problems*]. Minsk: Kharvest.
8. Myasoid, P.A. (2004). *Zagalna psikhologíya* [*General Psychology*]. Kyiv: Vishcha Shkola.
9. Rozhdestvenskaya, N.V. (2006). *Kreativnost: puti razvitiya i treningi* [*Creativity: the ways of development and trainings*]. St.Petersburg: Rech.
10. Selye, G. (1960). *Ocherki ob adaptatsionnom sindrome* [*Essays on Adaptive Syndrome*]. Moscow: MEDGIZ, 1960.
11. Skripchenko, O.V. (2005). *Zagalna psikhologíya* [*General psychology*]. Kyiv: Libíd
12. Topchiy, M.V., & Churilova, T.M. (2009). *Stress kak obyekt nauchnoy refleksii* [*Stress as the object of scientific reflection*]. Stavropol: NOU VPO SKSI.
13. Tunik, Y.Y. (2000). Test Y.Torrensa. Diagnostika kreativnosti [The Test of E.Torrens. Creativity Diagnosis]. St.Petersburg: IMATON.

# ORGANIZATIONAL, MANAGERIAL AND EDUCATIONAL COMPONENTS OF FUTURE COMPREHENSIVE SCHOOL PRINCIPALS' IT READINESS DEVELOPMENT

***Oleksandra Brukhovetska***
*PhD, Prof., Dept. of psychology and personal development, Institute of Psychology and Management at University of Education Management, Kyiv (Ukraine)*

**Abstract.** The article analyzes the organizational, managerial and educational components of formation of future comprehensive school principals' IT readiness. The author describes the necessary IT knowledge, skills and abilities of future comprehensive school principals'.
**Keywords**: *information technology (IT), IT readiness, comprehensive school principal*

## Problem statement

Some challenges in the development and introduction of information technologies (IT) in education in Ukraine include raising the level of information competencies of comprehensive school principals and getting rid of the outdated teaching methods by increasing teaching staff's IT usage motivation. The determining factor in the effective use of IT in education and the development of information and education space is the formation of IT competencies of future comprehensive school principals by familiarizing them with the latest developments in the field of IT. In the context of education development, it is quite clear that future comprehensive school principals' IT competences determine their readiness to apply modern IT in work, promote their search activities and improve work motivation for the educational process modernization.

**Analysis of the latest resarch.**

Work readiness, being a complex scientific concept, has been a subject of a lot of scientific studies. T. Koval treats activity readiness as an individual's conscious condition that ensures his/her personal and professional self-realization during work based on their psychological and teaching competences, personal and professional experience, individual traits and creative use of intellectual potential [3]. A. Gurzhiy, L. Kartashova and L. Morskaya [3] investigated the problem of educators' readiness to use IT in their work. The problems of teaching staff's methodological training and IT use readinesss have been studied by a number of Russian (M. Bovtenko M. Bukharkina, O. Goncharova, S. Kanatova, M. Klarin) and Ukrainian (O. Zimovets, L. Kartashova, I. Kostikova, K. Osadcha) researchers [1]. Some aspects of the theory and methodology of IT usage in education have been investigated, among others, by R. Gurevich and I. Robert [2; 4]. In spite of the numerous studies on future comprehensive school principals' IT readiness, some aspects of this problem remain unsolved.

The **aim** of the article is to analyze the organizational, managerial, teaching and methodical components of future comprehensive school principals' IT readiness.

**Discussion.**

A prerequisite for IT readiness formation, both at the school and individual levels, is the formation of an organizational-managerial component, which includes the management of the following subsystems:

- organizational structure (staffing, administrative issues, etc.);

- educational process (university electronic databases of educational and teaching materials);
- distance training (e-learning systems, interactive student-teacher communication in asynchronous and synchronous modes);
- educational social networks, cloud repositories.

The purpose of management is giving individualized training to each student, promoting students' analysis of the results of their activities, managing teaching and learning, shaping the personalities of future specialists, as well as the developing students' best professional behaviors.

The management means include educational process monitoring, analysis and planning tools (for the university administration), students' performance monitoring, educational process assessment (for the dean's office), knowledge management, accounting tools (for departments), the training courses designing, knowledge sharing and advanced training, group training monitoring for teachers), students' performance assessment, self-study, online consultations with teachers, joint project work, social self-organization (for students), students preparation for university admission and university entrants database.

The IT readiness formation system provides adaptability, self-regulation, flexibility and openness of management, which facilitates a gradual transition to strategic management.

Adaptability of training (operational regulation) is carried out by operational change in educational influences.

Self-regulation (giving the individualized training to each student, creating the conditions for student's analysis of their own academic performance, managing the teaching and students' performance, shaping teacher's personality, developing the most appropriate professional behaviors).

Management includes a range of forms and methods. In comparison with other technical means of teaching, IT provides feedback in the educational process, which is facilitated by special IT centers, IT laboratories (scientific and methodical), creative IT groups, etc.

The effectiveness of management is determined by the level of students' academic performance and qualitative changes in teacher training.

The educational process has the following forms: lessons (which include lectures, seminars, laboratory work, practicums, individual classes and consultations), students' independent work, practical training and tests.

The IT staff includes teachers, laboratory assistants and methodists trained to use advanced teaching aids.

The educational-methodical component of the IT readiness formation system includes:

1. *The organizational and methodical unit*. It includes information about the objectives of the course and its links with other courses in the curriculum; a brief description of the contents of the curriculum, the procedure of and recommendations for studying the course; the report and control; the teacher-student interactions.
2. *The information and training unit* consists of the modules, which in their contents are equal to the educational topic. Each module has the tests for self-examination, while the entire unit has the intermediate and final course tests.
3. *The identification and control unit.* The final assessment is carried out by the final test and exam, which are held in person or as a Web conference.

It is possible to distinguish the following levels of future comprehensive school principals' IT knowledge and skills:

- *entry* – knowledge of IT basics, basic knowledge of Word, Excel, PowerPoint, Internet as well as Intellectual Property Laws;
- *middle* – the use of peripherals and gadgets in the educational process (touch board, multimedia projector, webcam, scanner, camera, etc.); determining the place of IT in the educational process; the use of Internet tools for communication and information exchange;
- *subject-professional* - development of electronic means of education; creation and support of Web resources; application of the elements of distance learning in professional activities; preparation and simulation of classes

using the touch board, cloud services, etc.

The university educational process is based on the use of a modular rating organization. The content of the training modules is structured in such a way that each of them contains the educational elements aimed at developing students' specific IT skills and knowledge as well as their skills in using IT in education. In particular, the first module (the first year of study) includes the following topics: information, its types and properties; information society, information resources; operating system; software.

Because of the fact that the future comprehensive school principals should be able to respond promptly to changes in the education system, the course topics include information, its types and properties; information society, information resources; software; means of creating multimedia presentations; electronic training facilities; computer networks and telecommunications; the Internet; Web-publication and site creation; Internet search engines; means of Internet communication, professional social media, etc.

After obtaining an entry-level IT degree, a large number of students are already able to use IT for self-studying other disciplines, in particular, for doing homework assignments, writing essays, course projects, etc.

To confirm their levels of IT readiness and IT competence, future comprehensive school principals should prepare electronic and paper copies of their own methodological developments; develop a personal website and fill it with content; perform a group project.

Students also should carry out independent research and practical work supervised by a teacher and consisting of making educational process and classes models, developing curricula, preparing teaching materials, etc.

The essential difference between the proposed modular and rating organization of IT training and the existing training systems is the structured content of the study, which focuses on two aspects of training: 1) the teaching of IT elements as subjects of study and means of activity; 2) development of the ability to determine the place of IT in the educational process and the ability to apply IT in education.

One of the prerequisites of future comprehensive school principals' IT readiness development is the creation of a professional educational situation, which allows improving the individuals' abilities to find, analyze and synthesize the necessary information; apply modern IT tools for teaching materials development and use; use Internet information resources for professional self-education; process the received information, etc.

It should be also noted that the educational material should be divided into levels, which will ensure its adaptation to the individual characteristics of each student. In turn, significant differences in the levels of students' IT knowledge and skills are often due to the students' individual characteristics, which include their information perception time and sustained attention. This necessitates to distinguish between the invariant and variational components of the teaching units.

When introducing a modular organization of training and unit structuring of the course content, teachers should also take into account the students' relevant background knowledge and training. This is why the duration of the learning process for each student will depend on the rate of their information assimilation, which, in turn, depends on the students' individual characteristics.

Obviously, the proposed system of IT readiness development is person-oriented: the teaching/learning is carried out in the best way for each student. Each student can choose an individual mode of study, which allows dividing the academic group into streams according to the students' IT knowledge and skills.

The objectives of IT training, besides developing students' general IT skills, include the development of students' profession-relevant IT skills. At the very first class the students are informed that the main purpose of their educational activities is their acquisition of IT knowledge and development of IT skills to be used in their professional activities as school principals.

The IT readiness development system is professionally oriented and knowledge

integrating, which allows adapting it to each student. The introduction of the IT readiness development system can facilitate students' harmonious development, promote their activity and creativity as well as effectively develop their IT knowledge and skills to be used in their future work as comprehensive school principals.

## Conclusion and further research

Each student's educational needs, cognitive capabilities and personal characteristics determine their individual way of training. The system of individual IT-readiness development is based mainly on the student's personality, his/her specific needs and interests, vision of the world and values.

The rapid computer technologies development and the scientific and technological progress call for regular and timely updating of the content and character of future comprehensive school principals' training.

## References

1. Gurzhi, A.M. (2013). Pro problemy nastupnosti navchannya informatsiinykh tekhnologii u shkoli i vyschomu pedagogichnomu navchalnomu zakladi. [On the problem of continuity of information technology education at school and higher pedagogical educational institution]. *Informatsiini tekhnologiyi v osviti Ukrayiny: Zbirnyk naukovykh prats. [Information technology in Ukrainian education: collection of scientific works].* 15. Kherson: KhDU. [in Ukrainian]
2. Dikanskaya, N.N. (2000). Formirovanie studentov pedagogicheskogo fakulteta k ispolzovaniyu novykh informatsionnykh tekhnologii v professionalnoi deyatelnosti. [Training pedagogical faculty students to use new information technologies in professional activities]. Stavropol. [in Russian]
3. Koval, T.I. (2009). Pidgotovka vykladachiv vyschoyi shkoly: informatsiini tekhnologiyi u pedagogichnii diyalnosti. [Training teachers for higher education system: information technologies in education]. Kiev: Vyd. tsentr KNLU. [in Ukrainian]
4. Kovrygin, A.V. (2005). Postroenie kursa informatiki dlya gumanitarnykh spetsialnostei pedagogicheskogo vuza. [Building an informatics course for humanitarian specialties at a pedagogical university]. Novosibirsk. [in Russian]

# ANALYSIS OF QUESTIONNAIRE RESULTS AND DETERMINATION OF HIGHER EDUCATION INSTITUTIONS IMAGE COMPONENTS

***Valentina Korolchuk***
*Doctor of Psychology, Professor*
*Professor of Psychology Department,*
*Kyiv National University*
*of Trade and Eonomics*

***Natalia Chernega***
*Post-graduate student of Psychology Department,*
*Kyiv National University*
*of Trade and Economics, Kyiv*

**UDK 159.9:[378.4:17.022.1] (043.3)**

**Abstract**. The article presents the analysis of questionnaire results and definition for components of higher education institutions (HEI) image .

We developed an author's questionnaire which aim is to assess external and internal determinants of higher education institutions image. It includes questions regarding the conditions and satisfaction with professional activity, subjective attitude to the criteria of higher education institutions assessment in Ukraine, quality of educational services, significance of psychological components in the image structure, peculiarities of socio-psychological climate in a team, dependence of image on the participants of educational process and their psychological characteristics.

We proved out that the highest value of separate components and their content is connected with professional, motivational, social, emotional-volitional and individual-psychological components. Aggregated functioning of identified components determines and ensures the quality of educational process, which correspondingly determines positive image of employees and higher education institutions in general.

**Keywords:** *analysis, results, questionnaires, components, image, institution of higher education.*

## Formulation of the problem

The beginning of the XXI century. in Ukraine is marked by significant political, economic and social changes. The market system of relations has substantially changed the psychology of society,

its priorities and system of values, influenced all spheres of life and, in particular, education. At present it is characterized by modernization of its content, forms and methods, development and testing of the latest educational and psychological technologies, emergence of new HEI types. These changes, in return, require the constant work of a management staff, as well as impressions, thoughts and judgments of all the educational services participants over their own image as a reflection of education institution image.

State policy in the field of higher education aimed at quality improving, enhancement of resource base, expansion of infrastructure and international standards achievement. At the same time, in the sphere of international cooperation we can observe the development of foreign economic activity of higher education institution, mutually beneficial international relations, projects, agreements that require an appropriate level of image development.

Ukraine's transition to a market economy caused a sharp rise in the interest of population in higher education that leads to competition between HEI in their fight for education quality, number of students and administration detailed attention to the image of higher education institution.

Problems associated with psychological diagnosis of HEI image are considered in accordance with the goals and objectives of each study.

Our research in accordance with the goal and objectives is based on the well-known general scientific and special theoretical and empirical methods of studying. It provides primary empirical material for analysis, synthesis, and comprehension in the context of general method. Thus we used a complex psychodiagnostic questionnaire developed by the author, the questions are directed on the diagnosis of internal and external HEI image determinants.

In general terms, the problem under study is related to important scientific and practical direction identified in the National Strategy for Development of Education in Ukraine for 2012-2021 [14] and in the Scientific and Research Work of KNUTE "Psychological Determinants of Image and Innovations Adoption in a higher educational establishment "for 2017 year.

**Analysis of recent research and publications.** Problems associated with psychological determinants of HEI image in modern Ukrainian and foreign scientific literature are not considered sufficiently well, while studying the question of image in general is the subject of many researches of a large number of national scientists, namely L. Karamushka, V. Cubko, S. Maksimenko, A. Mazaraki [4, 5, 9, 10].

Recently national researches has greatly expanded the scientific understanding of principles and mechanisms for the formation of a politician image (I. Homeriv, O. Feofanov, etc.), a serviceman image (M. Korolchuk, V. Korolchuk, S. Mironets, V. Osodlo), a businessman image (E. Blazhnov, V. Ivanchenko, etc.), a civil servant image (V. Dashevsky, etc.), a teacher image (A. Derkach, I. Kuzmina, T. Piskunova, etc.) [6, 7, 9, 10, 11 ]

At the same time, national researches are now focused on the scientific understanding of diagnosing principles for the educational institution image formation : definition of structural components of organization image (L. Karamushka); creation higher education institution staff image (V. Cubko), studying the principles, mechanisms and technologies for the teacher's image formation (T. Kapusterinska, V. Strelnikov) [4, 5, 3, 15].

Methodological and theoretical basis for the research of personal image and image of HEI is general concept of psychological individual development (B. Ananiev, L. Vygotsky, G. Kostyuk, A. Leontiev, S. Maksimenko, A. Maslou, S. Rubinstein, etc.); psychophysiology of activity, psyche functioning on cognitive, professional, functional-dynamic, individual-psychological and social levels (V. Bodrov, V. Korolchuk, M. Korolchuk, V. Oisdlo, V. Timchenko and others); in the field of management and organizational psychology - L. Karamushka, M. Korolchuk, O. Kredentser, S. Mironets and others; the features of the technological approach (L. Karamushka, N. Ostroverkhova, V. Panok, N. Chepeleva, etc.); scientific approaches to diagnosis and formation of psychological readiness for management activities (O. Bondarchuk, V. Ivkin, L. Karamushka, M. Moskalov, N. Khmel, etc.); the principles of general psychometrics and psychodiagnostics (A. Anastasi, L. Burlachuk, M. Korolchuk, V. Oisdlo, etc.).

According to L. Karamushka, the research of educational organization image has its peculiarities and is carried out by taking into account psycho-diagnostic orientation on: characteristics of the personnel, external

attributes, personal characteristics of manager and his team, quality of activity, level of activity comfort, price of services [4, 5].

The quality of conducting a psychodiagnostic study of HEI image components largely depends on required algorithm observance. In addition to these axiomatic rules of psychodiagnosis, as a combination of rational and sensory in study, usage of a scientific method ensures objectivity of data. Other requirements are also important, including the study order, consideration of various variables that affect objectivity of the diagnostic process [ 2, 6, 10, 12].

Conducting measurements in standardized and controlled conditions gave a possibility to obtain the most accurate results of survey and reliable interpretation. Outside standardization the quality of psycho-diagnostic data interpretation may deteriorate depending on deviations level in the research process.

To avoid distortion of the studied phenomena, the process of questioning should be as close as possible to norms development and criteria for reliability and validity of the method obtaining [2, 6, 12, 16].

The following algorithm for questioning is now widely used:

1. General instructions and explanations of the survey target.
2. Guaranteeing the secrecy of the research results.
3. Filling in passport, biographical and professional data in registration forms.
4. Familiarity with the procedure and questioning.
5. Fixing the surveyed answers of in the questionnaire.
6. Processing of the questionnaire o results according to the criteria.
7. Psychodiagnostic conversations and conclusions formation.

In the process of questioning the attention is paid to analysis of those problem aspects that reflect the peculiarities of psychological diagnosis of external and internal educational institution image components. It requires development of a correspondingly purposeful survey complex.

A prerequisite for successful questionnaires completion is a substantiation for the selection of adequate question blocks that reflect the subject of our research. The most expedient when examining the psychological components of the university's image is an integral approach based on established principles of empirical research the scientist operates [4, 5, 6, 10, 11, 12].

So, the main principles during the study were the following:

- principle of development - the notion of university image is studied in continuous development - research of the image was carried out by both national and foreign scientists, at present the image studying is given too little attention and this contributed to the further study of this phenomenon;
- principle of systematicity - by exploring the concept of image, we took into account its interconnection with other manifestations, in particular with the concept of the individual image of leader, organization culture.
- principle of determinism (causality): for the study of this phenomenon we identified reasons that cause and determine the study of this phenomenon. In today's conditions of market development in Ukraine the problem of creating and maintaining a real positive image of educational institutions becomes more and more important. This ensures stable competitive advantages, attracts new potential partners to cooperation, helps to win various educational grants, participate in student and young scholars exchange programs [1, 2, 3, 4, 5, 10].

Scientists indicate the relationship between manager image and image of the whole organization. Individual image of manager is one of the important factors that also influences formation of organization image. The attention is also paid to organization culture which is included in indicators of image formation.

In order to achieve the goal and defined tasks of our research we used both general scientific and special research methods: theoretical: analysis of scientific literature, generalization of received information, system analysis and data interpretation; empirical: observation, questionnaire (for socio-psychological information and psycho-diagnostic conclusions regarding senior executives, administration and dean's offices, academic staff, students and service staff) [1, 2, 6, 8, 10, 8].

Studing scientific approaches and image of the organization psychodiagnosis principles we found out that higher education institution image has some peculiarities. Along with the

internal and external determinants, personal characteristics of all categories of organization employees have a significant influence on the image. This gives us a possibility to find out the influence of individual on the image of higher education institution, as personality is a part of general image.

At the same time, taking into account all the achievements of modern science and practice, in direct formulation, comprehensively, with the definition of the purposeful use of the author's questionnaire regarding external and internal determinants of HEI image evaluation was not considered, what updated our study.

**Purpose of the article.** To analyze the results of questionnaire and identify higher education institution image components according to professional, motivational, social, emotional-volitional and individual-psychological components that together determine and ensure the quality of educational process which determines a positive image of both employees and a whole higher education institution.

**Main material and research results.** The survey was conducted among 12 representatives of administration; 27 representatives of dean's offices; 32 - heads of departments; 80 – academic staff (AS) and 90 students. We engaged in our survey 224 people, including 30% of men and 70% of women aged from 25 to 65 years. The largest number of respondents came from the age group of 25-29; 25% of graduate students; 30-35 g - 20%; 35-39 p. - 15%; 40-45 p. - 20%; 46-50 p. - 10%; 55-60 g - 5%; 61-65 g. - 5%. Most of the respondents were between the age of 25 and 50.

So, in the survey, we identified psychological components of HEI image, which we consider as determinants and their manifestations, all age categories and higher education institution officials took part in our study.

The questions were aimed at identifying external and internal determinants that are conditioned by peculiarities of activity, microclimate, psychological characteristics of employees and finally determine the image of higher education institutions. Each questionnaire was evaluated according to the following criteria: 9-10p. - high grade; 7-8p. - above average; 4-6p. - average grade; 1-3p - below average.

The first question relates to the respondents' opinion of the image dependence on the specialists who organize, provide and receive educational services in higher education institutions (image of rector, academic staff (AS), heads of departments, service staff and students).

Thus, based on the results of the analysis we identified a high level of image dependence from the most significant assessments, such as: the image of the rector - 9.8 p., AS - 9.6 p ., heads of departments - 9.5 p. representatives of dean's offices - 9.44 p. These components were the most appreciated by 6 responses (in summery): representatives of the administration - 9,38 ± 0,5 p., then representatives of the dean's offices - 9,3 ± 0,7 p., heads of departments - 9,17 ± 0,81 p., AS - 8.9 ± 1.3 p. and students - 8.97 ± 1.0p.

According to 80% of respondents, it is necessary to include such criterion as quality of providing educational services to the criteria of higher education institution global rating system used in Ukraine which includes level of international activity, quality of students contingent, quality of scientific, scientific and technical activities, educational process resourcefulness. This proposal is implemented in our questionnaire and its significance is evaluated by all categories of surveyed at the highest level - within the range of 9.9 ± 0.1p. Such an unanimously high assessment of the educational quality significance proves its prominent impact on the image of HEI staff as well as general image.

We determined that the second place among the criteria of global HEI rating according to the questionnaire by such components as contingent of students quality that was estimated at 9.22 ± 0.7p. The third place in significance for personal and organization image is occupied by educational process resourceful maintenance with an overall assessment 8,68 ± 0,5 p., on the fourth - international activity 8,62 ± 1,1 p. and on the fifth - quality of scientific and scientific and technical activities 8,34 ± 1,0 p.

As a result, according to all components of global HEI rating the highest mark was given by representatives of the administration - 9.9 ± 0.1 p., then, in the order of decrease, representatives of the dean's office - 9.56 ± 0.4 p., heads of departments - 8, 7 ± 1.12 p. , students - 8.82 ± 0.8 p.

As for the answers to the 3 questions, its significance and influence on the personal and organizational image of higher education institution by separate components is found at such assessment levels. Thus AS qualification is estimated at the highest level - 9.9 ± 0.1 p., then at the level - 9.6 ± 0.4 p. - main directions of professional training, level of AS salary - 9.16 ± 0.4 p ., salaries of graduates - 8.22 ± 0.12 p., and the possibility of a private business - 7,88 ± 0,9 p. At the same time, all 5 components according to representatives of administration and heads of departments, in the end, on in the opinion of the affect personal and organizational HEI image at high level - 9.16 ± 0.86 p . and 9.16 ± 0.72 b., according to representatives of dean's offices - 9.06 ± 0.34 p., AS - 8.06 ± 0.82p., students - 9.32 ± 0.68 p.

Concerning the assessment of the socio-psychological component, it is considered as having a positive effect on image. As a result, the respondents evaluated it at the level of 8.82 ± 0.9p. In addition, at the level of 2.9-3.2 p. it was assessed as unfavorable - 4.4-3.1 p. rated by AS and students that has a negative affect on personal and organizational image.

We determined that according to the 5th question was assessed the significance of image psychological components, namely: professional component at the level - 9.9 ± 0.1 p., social - 9.5 ± 0.5 p, motivational - 9, 4 ± 0,6 p., emotional-volitional - 8,86 ± 1,4 p. and individual psychological - 8.8 ± 1.12 p. At the same time, the significance of all 5 constituents was assessed as follows: by the administration - at 9.46 ± 0.54 p., by heads of the departments - 9.36 ± 0.62 p., by AS - 9.34 ± 0.66 p .,by students - 9,32 ± 0,6 p, and representatives of dean's offices - 8, 89 ± 0,98 p.

For the 6th question, which allows to assess separately motivational component in the psychological structure of image, the surveyed highest evaluation was given to dedicated service - 9.58 ± 0.4 p., then the practical orientation - 9.26 ± 0,64 p., commercial and professional success - 9,08 ± 0,9 p., job satisfaction - 8,4 ± 1,5 p., tendency for self-development - 7.36 ± 1,9 p.

Representatives of administration highly assessed the significance of motivational component - 9.42 ± 0.52 p., dean's office - 8.84 ± 0.94 p., heads of departments - 8.74 ± 1.06 p., AS - 8.3 ± 1 , 54 p and students - 8,28 ± 1,3 p.

It was determined that the significance of individual component in professional component was estimated by the respondents with regard to ensuring the high quality of educational services - 9.9 ± 0.1 p., implementation of the latest technologies - 9.49 ± 0.5 p., career prospects and professional growth - 8,84 ± 1,16 p., combination of scientific and pedagogical activity - 8,22 ± 1,7 p., possibity for self realization - 8,16 ± 1,84 p.

The highest result of all 5 parts of professional component influence on personal and organizational image was assessed by such respondents as: representatives of the administration - 9.64 ± 0.36 p., heads of departments - 9.42 ± 0.58 p., representatives of dean's offices - 9,36 ± 0,25 p., students - 8,92 ± 0,9 p., AS t estimated this component at the lowest rate - 7,8 ± 2,2 p.

We determined that in the results of assessments did by all surveyed categories by individual indicators, the level of stress resistance was estimated at 9.48 ± 0.52 p., balance in interaction - 9,15 ± 0,85 p., volitional self-regulation and self-control - 8,8 ± 1,1 p., optimism and sthenic emotions - 7,9 ± 2,0 p., the ability to long-term work - 7.7 ± 2.1 p.

At the same time, on the whole, each category of surveyed evaluated all parts of the emotional-volitional component in its own way, namely: representatives of the administration - 9.2 ± 0.8 p., heads of departments - 8.84 ± 1.16 p., dean's offices - 8 , 76 ± 1,2 p., students - 8,12 ± 1,46 p. and AS - 8.06 ± 1.26 p.

It was determined that from indicators of social component all categories of surveyed highly assessed the significance of material and moral security - 9.78 ± 0.21 p., material - technical and financial support - 9.08 ± 1.01 p., communication component - 8, 92 ± 1.0 p., microclimate - 8.66 ± 1.34 p., informational and legal support - 7.8 ± 1.9 p. On the whole, the highest significance in relation to personal and organizational image was determined by the representatives of the administration - 9.42 ± 0.54 p., dean's offices - 9.02 ± 0.98 p., AS - 8.32 ± 1.18 p., the students - 8.36 ± 1.32 p.

Significance of individual psychological component, its influence on the personal and organizational HEI image was determined, the

highest influence is made by the level of competitiveness - 9,38 ± 0,6 p., as well as such personality characteristics as: responsibility, exectigness, determination - 8 , 56 ± 1.34 p., properties of thinking - 8.49 ± 1.51 p., attention - 8.35 ± 1.4 p., memory - 8.28 ± 1.77 p. The the highest value among all parts of the individual-psychological components was estimated by the representatives of administration - 9.3 ± 0.7 p, heads of departments - 8.82 ± 1.28 p., AS - 8.34 ± 1.62 p.,th students - 7.94 ± 1.8 p.

Consequently, the results of the survey revealed that respondents rated the components of item 5 as the highest level of significance aimed at assessing psychological components of the personal and organizational image of higher education institution at the level of 9.29 ± 1.71 p. This gave us reasons to consider the evaluation of the separate components significance in the structure of image formation. It was revealed that the respondents placed the importance of t professional component with a score of 9.9 ± 0.1p in the first place, in the second place - social - 9.5 ± 0.5b, in the third place - motivational - 9.4 ± 0, 6 p, in the fourth - emotional-volitional - 8.8p. ± 1.14 p., in the fifth - individual-psychological 8.8 ± 1.2 p.

## Conclusions

We carried out the analysis of questionnaire results and determined the variables in higher education institution image according to professional, motivational, social, emotional-volitional and individual-psychological components which on the whole determinate and assure the quality of educational process.

An authorial questionnaire has been developed, which aims to assess external and internal determinants of higher education institutions image. It includes questions regarding professional activity conditions and satisfaction, subjective attitude to the criteria of higher education institutions evaluation, quality of educational services, significance of psychological components in image structure, peculiarities of socio-psychological climate in team, image dependence on educational process participants and their psychological peculiarities .

It has been proved out that the highest value of separate components and their content is connected with professional, motivational, social, emotional-volitional and individual-psychological components. Functioning of the identified components on the whole ensures educational process quality which correspondingly determines positive image of higher education institutions and its staff.

**The prospect of the study** is that obtained image components together with the results of empirical research provide grounds to develop a methodology for an integrated assessment and create a program of higher education positive image formation .

## References

1. Bodrov V. Psykholohyia professyonalnoi pryhodnosty. Uchebnoe posobye dlia vuzov – M.. PER SЭ, 2001 – 511 p.
2. Burlachuk L. F. Psykhodyahnostyka: Uchebnyk dlia vuzov. — SPb.: Pyter, 2006. — 351 p.
3. Kapusterynska T. Do problemy formuvannia dynamichnoho lidera – kerivnyk suchasnoho osvitnoho zakladu / T. Kapusterynska // Imidzh suchasnoho pedahoha. – 2004. №10. – pp.5 – 8.
4. Karamushka L.M. Psykholohichni determinanty rozvytku orhanizatsiinoi kultury: Monohrafiia / L.M. Karamushka, O.V. Kredentser,K.V. Tereshchenko [ta in.] ;za red. L.M. Karamushky. – K.: Pedahohichna dumka, 2015. – 288 p.
5. Karamushka L.M. Psykholohichni zasady orhanizatsiinoho rozvytku : monohrafiia / Za nauk. red. L. M. Karamushky. — Kirovohrad: Imeks-LTD, 2013. — 206 p.
6. Korolchuk M.S, Osodlo V.I. Psykhodiahnostyka: Navchalnyi posibnyk dlia studentiv vyshchykh navchalnykh zakladiv / Za zah. red. M. S. Korolchuka. K. : Elha, Nika-Tsentr, 2004. - 400 p.
7. Korolchuk M.S. Psykhofiziolohiia diialnosti: Pidruchnyk dlia studentiv vyshchykh navchalnykh zakladiv. – K.: Elha, Nika-Tsentr, 2012. – 400 p.

8. Krainiuk V.M. Psykholohiia stresostiikosti osobystosti: Monohrafiia. / V. M. Krainiuk // – K. : Nika-Tsentr, 2007. – 432 p.
9. Kubko V.P. Peredumovy ta osoblyvosti formuvannia modeli imidzhu vyshchoho navchalnoho zakladu / V. P. Kubko // Hileia: naukovyi visnyk. - 2015. - Vyp. 103. – 283-286 p.
10. Maksymenko S.D. Metod doslidzhennia osobystosti // Praktychna psykholohiia ta sotsialna robota. – 2004. – №7. – pp. 1 – 8.
11. Maksymenko S.D. Pidpryiemnytstvo: psykholohichni, orhanizatsiini ta ekonomichni aspekty: navch. posibnyk / S. D. Maksymenko, A. A. Mazaraki, L. P. Kulakovska , T. Yu. Kulakovskyi. – K.: KNTEU, 2012. – 720 p.
12. Morhun V.F., Titov I.H. Osnovy psykholohichnoi diahnostyky. Navch. posib. dlia studentiv VNZ. – K.: Slovo, 2009. – 464 p.
13. Workshop on General, Experimental and Applied Psychology / V. D. Balin, V. K. Gayda, V.K. Herbachevsky and others. Under the general ed. AA Krylova, SA Manichev 2nd ed., Add. and remake - SPb .: Peter, 2007. - 560 p.
14. Pro Natsionalnu stratehiiu rozvytku osvity v Ukraini na period do 2021 roku Prezydent Ukrainy; Ukaz, Stratehiia vid 25.06.2013 № 344/2013.
15. Strelnikov V. Pedahohichna kultura – osnovy imidzhu suchasnoho pedahoha / V. Strelnikov // Imidzh suchasnoho pedahoha. – 2006. – №8. – pp. 6 – 8.
16. Sotsialno-etychnyi marketynh: monohrafiia / [A.A. Mazaraki, Ye.V. Romat, H.V. Aldankova ta in.]; za zah. red. A.A. Mazaraki ta Ye.V. Romata. – K.: Kyiv. nats. torh.-ekon. un-t, 2013. – 540 p.

# PSYCHOLOGICAL FEATURES OF PERSONALITY POTENTIAL PROFESSIONAL CRISES` OVERCOMING BY SCHOOL LEADERS

***Alla Moskaljova***
*PhD, docent, professor of Psychology department in Management,*
*University of Education Management,*
*Kiev, Ukraine*

**UDK 159.9: 373.3**

**Abstract.** In the article the psychological features of personality potential of professional crises` overcoming are considered by the school leaders. It was marked that the personality potential of school leader is integral quality, which determines a capacity for internal resources` activation (individual psychological properties, states, capabilities, reasons), allows to overcome the actual tasks of administrative activity in situation for overcoming of professional crises and assists the achievement of professional aims. They can be so important for life and have personality sense for the leader of school.
**Keywords:** *crises, personal crises, professional crises, potential, personality potential, school leaders.*

## Introduction

So frequently in Ukraine there are appeared such description of mental conditions is in human life as “crises”, “personal crises”, “professional crises”. There are different versions of “crises” in the modern psychology [3;10] :

- sharp stunning, unexpected, out of control action, which always has tint of unusual thing [2];
- ontogenetic source of both force and insufficient adaptation [14];
- pause, time when it`s need to stop, thoughtful and see already final part of way [8];
- critical moment and turning point [13];
- phenomenon of the internal human world, which it appears in the different forms of experiencing of the vital way`s unproductiveness; it is the turning point of vital project, which arises up in the situation of impossibility realization of vital way [15].

So many researches marked that one type of crises is what are experienced by personality, there is a professional crisis of personality. The analyses of science literature had showed that in scientific researches from age-old and pedagogical psychology, social psychology, organizational psychology, management psychologies were investigated question, which was lighted up by the separate aspects of the marked problem. Essence of concept “leader`s professional crisis” was understood as experiencing of professional problems, that is realized as professional obstacles that arise up as a result of blocking by possibility for achievement of professional aims, which is necessary for life and had personal mind for leader [10,11]. What touches research of psychological features of personality potential in overcoming of professional crises, then they are studied not enough.

So, the study of literary sources testifies to the urgent necessity not only of theoretical analysis, generalization and study of problem for professional crises, but to the selection of psychological tool, due to that it is possible to investigate possibilities of personality potential of overcoming for professional crises the school leaders.

**The aim of the article** consisted in research of levels of psychological features for personality potential, just overcoming of professional crises by schools leaders.

**Main results and discussion.** Inves-tigating this range of problems it would cost to expose a concept "potential" and "personality potential". In scientific literature a concept "potential"

(from lat. potentia - force) is examined as sources, possibilities, facilities, supplies, which can be resulted in an action, used for a decision be what task at the achievement of certain goal [4, p. 550]. During studing of this problem was researching the scientific works of H. Kostuk, S. Maksimenko, S. Rubinstein, D. Leontiev.

The main n their researches was a question whih appeared a basic idea about possibility of untapped psychical backlogs that able to activied under act of certain terms [6, c. 78].

In scientific literature a concept "potential" is examined in different scientific schools differently. In acmeology, richly in content represents essence of two general acts: firstly, law of self-expression of personality in a profession, secondly, law of personality-professional development and increase of personality potential (A. Derkach); as the psychological phenomenon that describes reasons and capabilities of personality integrally (V. Markov); in humanistic psychology, it development of personality is related to realization of her possibilities, capabilities; at actionable approach, specified, that potential doesn`t exist in itself as some essence isolated from activity, but materializes in the different types of human activity (B. Ananyev, S. Rubinstein, D. Leontiev, D. Uznadze, so on) [12].

Also well-known researches of authors [10; 11; 14], where personal potential examined through description of certain structural components, for example: cognitive (as a sphere of search of truth), moral (as a sphere of searching better) and aesthetic (as a sphere of search of beauty). Also to basic properties of potential, in opinion of authors, it is possible to take: closeness as saturation of value far that enriches human potential; power as energy with that a man distributes his potential; firmness as constancy and counteraction of external unfavorable influences; the system as efficiency of connections is between the constituents of potential; the productivity as human activity is in the achievement of the put aims; individuality as ability of individual to carry out self-development and find the adequate methods of self-realization for the potential [5].

Deserves attention of determination of concept "personality potential" personalities, offer D. Leontiev, that marks that the "personal potential is integral description of level of personality maturity. The form of display is the phenomenon of self-determinate personality. Personality potential represents the measure of overcoming of the set circumstances personality, at least, overcoming personality by itself, and also up to a point those efforts, that help to work both on itself and above the circumstances of the life" [7, p. 145].

As Y. Belkov marked, there`s intercommunication between ability of man to overcome vital events and by the use of resource base for the construction of executions` sequence; personality potential is an inseparable constituent of personality; it is the basic vector of development direction, its bar; specifies on base, individual description of personality, that is hidden, and realized at certain terms; the specific form of display of personality potential is overcoming of unfavorable terms of its development personality [1, p. 145]. Just the same description gives an opportunity to assert that any vital situation can be overcame due to internal backlogs of personality, that show up then, when it is needed by a critical situation.

Taking into account the above-mentioned and, taking into account the psychological features of administrative activity of specialist, personality potential of leaders can be defined as integral quality that determines a capacity for activation of internal resources (individually-psychological properties, states, capabilities, reasons), what allow to overcome the actual tasks of administrative activity in the situation of professional crises and assist the achievement of professional aims that have life sense, personality sense for the leader of school.

On results testing by means of methodologies there is the "Personality profile of crisis" (T. Taras) [9], questionnaires are the "Professional crises in activity of leader of school" (A. Moskalova) [10] it was succeeded to reduce descriptions of personality potential of overcoming of professional crises.

Everything in research was taken participation 2060 leaders of Ukrainian schools, that were up-diffused on groups after and by experience of work in position.

Statistical working of these results came true by means of package of statistical softwares of SPSS (version 21.0).

By a research aim after a questionnaire the "Personality profile of crisis" (p.3.) determination of capacity became for analytically-cognitive activity of leaders of school.

Such groups of leaders, that was distributed accordingly after such levels, are educed: subzero – 95,0 %, middle – 2,5 %, high – 2,5 %.

As a result of the conducted analysis of research for index of "Problem with cognitive-analytical activity" complication was set in activity of leaders of general educational establishments on such indexes: "complication of attention functioning", "complication of perception functioning", "complication of functioning of thinking", "complication of memory functioning ".

The investigated was distributed after the levels of display of complications (high, middle, subzero).

It is educed that most leaders – it those "complication of functioning of attention" is educed in that – subzero (67,6 %), middle – 29,6%, high – 2,8%.

The groups of investigated are also educed with "complications of functioning of perception": subzero – 97,2 %, middle – 2,6%, high – 0,2%.

It is found out, that leaders have "complications of functioning of thinking". Their percent: subzero – 96,9%, middle – 3,0%, high – 0,1%.

Certainly also leaders that is incorporated in groups with obvious complications of functioning of memory on levels : subzero – 97,4%, middle – 2,3%, high – 0,3%.

An analysis of results of levels of researching index from personality profile of leaders` crisis of general educational establishments is depending on experience of work in position. In relation to violations of cognitive-analytical activity meaningful results are educed on the indexes of "complication of thinking functioning " and "complication of memory functioning ". Let`s describe results on the index of "complication of functioning of thinking". The amount of investigated was distributed thus depending on experience of work in position: '1 to 10 years" is a low level – 98 %, middle – 2 %, high – is absent; '11 to 25 years' is a low level – 95,7 %, middle – 4,1 %, high – 0,2 %; "26 and more than years" is a low level – 95,9 %, middle – 3,9 %, high – 0,2 %.

So it was researching meaningful differences on the index of "complication of memory functioning ": '1 to 10 years" is a low level – 98,6 %, middle – 1,4 %, high – 0,1 %; '11 to 25 years' is a low level – 98,2%, middle – 1,6 %, high – 0,2 %; "26 and more than years" is a low level – 93, 5 %, middle – 5,8 %, high – 0,7%.

That`s why, violations of cognitive-analytical activity specify that the personal profile of crisis depends on experience of work in position, is characterized a presence at some part of school leaders by violations of cognitive-analytical activity depending on experience of work` position which influence on complication of functioning of thinking and memory.

By a research aim after a questionnaire the "Professional crises in activity of school leader" (10; 11) the exposure of the ability sent to understanding the leaders of professional crises and methods of their overcoming became.

Analysis of understanding the schools leaders` maintenance of understanding psychological features of personal crises. The Content-analysis of respondents` answers showed that on the whole their knowledge can be distributed on five groups: among investigated majority (38,9 %) right answers can not give, that specifies on a "imperfect" level; a "weak" level (10,5 %) is those respondents that try something to answer; "mediocre" level (25,9 %) - it those, that fragmentary describe the state of people that are in a crisis the words; a "moderate" (24,1 %) level is those leaders that give determination almost correctly, however clearly and confusedly, or not independently; only 0, 6 % respondents are capable clearly and confidently, without vibrations give these determinations, describe maintenance and essence of this fact between investigated majority (38,9 %) right answers can not give, that specifies on a "imperfect" level; a "weak" level (10,5 %) is those respondents that try something to answer; "mediocre" level (25,9 %) – it those, that fragmentary describe the state of people that are in a crisis the words; a "moderate" (24,1 %) level is those leaders that give determination almost correctly, however clearly and confusedly, without vibrations give these determinations, describe maintenance and essence of this concept.

Thus, actually such state of businesses ought to be thoughtful above a problem and work on development of subjects, that would give possibility to get knowledge of maintenance and essence of concept "personality crisis" leader of school. It will optimize activity of school leaders , that on certain reasons got in the situation of

personality crisis and will assist the early exposure of signs that will help to understand both with the personality, and by the problems of other people.

The analysis of ability of leaders of schools to find out knowledge in relation to the types of personal crises. Ready results in relation to the types of crises of personality gave possibility to educe that although most leaders of schools educed knowledge "middle" (44,4 %) and "moderate" (19,8 %), however on the second city leaders that have indexes of "imperfect" (27,2 %) and "weak" (8,0 %) levels. And only the negligible quantity of leaders of schools showed a "sufficient" (0,6 %) level concerning ability of classification of personal crises.

It follows marks also, that to the third part (35,2 %) of respondents it was difficult to give answers for the put questions, that can testify, to our opinion, about absence for them theoretical knowledge about the crises of personality or lack of ability to form the answers.

Thus, absence is educed for the leaders of educational organizations of ability to classify the crises of personality.

An analysis of presentations of leaders of schools is in relation to understanding of essence of concept "professional crisis". Research showed a low level to the awareness of school leaders in relation to understanding of essence of concept "professional crisis".

Yes, among a general amount the investigated scool leaders are educed that the third part (35,2 %) have a "mediocre" level of presentations, yet one-third - "moderate" (32,7 %), and other are a "imperfect" (17,3 %) and "weak" level of knowledge. Only 1, 2 % respondents showed the "perfect level" of understanding of concept "crisis of personality".

Thus, it is possible to draw conclusion that a concept "professional crisis" to personality is not actual for the leaders of schools, that is why answers of them are incomplete and "partly correct".

Almost absence of respondents, that would educe the "perfect" level of understanding essence of concept "personality`s crisis" specifies on a necessity additions to knowledge, that will help to adapt oneself in the conditions of economic for social transformations.

Analysis of answers that give possibility to estimate the level of self-appraisal knowledge in relation to the methods of overcoming for professional crises the leaders of schools. The answers of the investigated school leaders showed that on the whole their knowledge in relation to the methods of overcoming for professional crises might be united on such indexes:

- the first group was entered by those, that consider that they are "difficult to answer" (31,5%);
- the second group was entered by those, that consider that they "know and use" in different ways overcoming of personal crises (24,1 %);
- the third group was entered by those, that consider that they know how to move itself during a crisis, they answered - "yes" (20,4 %);
- the fourth group was entered by those that does not know how to move itself in a crisis, they answered - "no" (14, 8 %);
- the fifth group was entered by those that consider, that didn`t "begin" to think of by this question (9,3 %).

Full results specify on that answers to most leaders of schools (55, 6 %) are such that is apt to destructive strategy of behavior in a professional crisis. They or "don`t began to think" of by this question, or in general doesn`t know how to manage with such mental condition, or can`t correctly explain that takes place.

Thus, it is found out, that half of the investigated respondents didn`t begin to think of by this problem, or for them it isn`t actual.

Analysis of answers for the put question in relation to a desire to lay hands on the methods of the structural overcoming of professional crises also gave possibility to distribute investigated on groups: most leaders (83,3 %) spoke out affirmative; other specified "rather so, than no" (14,8 %); other answered that they are "difficult to answer" (1,9 %).

Thus, such answers of leaders however specify on that the problem of professional personal crises was accepted and realized by them. The obtained date testify that the school leaders, to our opinion, have an imperfect level of development for understanding of overcoming of personal professional crises.

## Conclusions

Thus, taking into account the got results of researching the personal potential of overcoming of personal professional crises the school leaders have an imperfect level of development. The author sees prospects of further development in realization of gender analysis, researching specific of personality potential for the school leaders in relation to readiness to the structural overcoming of professional crises.

## References


1. Belkova, I., Nepomnyaschaya, M. (2013). *Lichnostnyi potentsial kak psikhologo-pedagogicheskaya problema [Personal Potential as a Psychological and Educational Problem].* Lesosibirsky Pedagogical Institute. Lesosibirsk, Russia. Retrieved from : http://www.rusnauka.com/1_NIO_2013/Psihologia/9_122036.doc.htm. [in Russian]
2. Vasilyuk. F.E. (1984). *Psikhologiya perezhivaniya (Analiz preodoleniya krizisnykh situatsii) [Psychology of Suffering (Analysis of Overcoming Critical Situations)].* Moscow: MGU. [in Russian]
3. Volyanyuk, N.Yu. (2006). *Psykhologiya profesiinogo stanovlennya trenera [Psychology of Professional Development of a Coach]*. Lutsk: Volyn Regional Printing House. [in Ukrainian]
4. Surmin, Yu. P., Bakumenko, V. D., Mykhnenko, A. M. et al. (2010). *Entsyklopedychnyi slovnyk z derzhavnogo upravlinnya [Encyclopedic Dictionary on Public Administration].* Kyiv: NADU. [in Ukrainian].
5. Efanova, M.I. (2009). Samorealizatsionnyi potentsial i psikhologicheskaya gotovnost psikhologa k osuschestvleniyu professionalnoi deyatelnosti [Pychologist's Self-Actualization Potential and Psychological Readiness for Professional Activities]. Inernational scientific conference. Barnaul: AltGPA. [in Russian]
6. Korysni porady dlya kerivnyka ZNZ z upravlinnya personalom. Retrieved from http://repetska.jimdo.com, p. 78. [in Ukrainian]
7. Leontev, D. A., Mandrikova, E. Yu., Osin, E., Plotnikova, A. V., Rasskazova, E. I. (2005). Vozmozhnosti empiricheskogo issledovaniya lichnostnogo potentsiala [Capabilities of Empirical Research into Personal Potential]. *Prikladnaya psikhologiya kak resurs sotsialno-ekonomicheskogo razvitiya sovremennoi Rossii [Applied Psychology as a Resource for Socio-Economic Development of Russia].* Interregional scientific conference. Moscow, 259-260. [in Russian]
8. Libin, A.V. (1996). *Mir individualnosti [The World of Individuality].* Smolensk: Selena. [in Russian]
9. Malkina-Pykh, I. G. (1996). *Psikhologicheskaya pomosch v krizisnykh situatsiyakh [Psychological Assistance in Critical Situations].* Moscow: Eksmo. ISBN S-699-07805-3. [in Russian]
10. Moskalova, A. S. (2016). Vyvchennya psykhologichnykh osoblyvostei osobystisnogo profilyu kryzy kerivnyka zagalnoosvitnogo navchalnogo zakladu [Study of Psychological Features of the Crisis Personality Profile of the Head of a Comprehensive Educational Institution]. *Scientific Research.* 4. Moldova: Scientific Research, 29–34. [in Ukrainian]
11. Moskalova, A. S. (2010). Uyavlennya kerivnykiv zakladiv osvity pro zmist ta shlyakhy podolannya profesiinykh kryz osobystosti [The Content and Ways of Overcoming Professional Crises as Perceived by Heads of Educational Institutions]. *Aktualni problemy psykhologiyi: Psykhologiya osobystosti. Psykhologichna dopomoga osobystosti [Current Issues of Psychology: Personality Psychology. Individual Psychological Assistance].* Kyiv. 11 (5), 245-252. [in Ukrainian]
12. Sytnik, S. V. (2012). Osobystisnyi potentsial yak umova profesiinoyi vzayemodiyi [Personal Potential as a Condition for Professional Interaction]. *Bulletin of Odessa National University. Psychology.* V.17, 8 (20), 168-176. [in Ukrainian]
13. Sokhan, L. V., Zlobina, G., Tikhonovich, V. A. (1987). *Zhiznennyi put lichnosti [Life of an Individual].* Kyiv: Naukova Dumka. [in Russian]
14. Symanyuk, E.E. (2004). *Psikhologiya professionalno-obuslovlennykh krizisov [Psychology of Profession-relevant Crises].* Moscow: NGO «Modek». [in Russian]
15. Titarenko, T.M. (1994). *Zhiznennyi mir lichnosti: strukturno-geneticheskii podkhod [The Inner World of the Individual: Structural-Genetic Approach].* Doctor of psychology: 19.00.01 / Kostiuk Institute of Psychology. Kyiv. [in Russian]

# INFLUENCE OF TEMPERAMENT ON THE FORMATION OF ADDICTIVE BEHAVIOUR OF STUDENTS

***Ulyana Mykhaylyshyn***
*Doctor of Psychological Sciences, Associate Professor*
*Head of Psychology Department*
*State University «Uzhhorod National University»*
*Ukraine*

***Iryna Schmidzen***
*Assistant of the Department of Psychology*
*State University «Uzhhorod National University»*
*Ukraine*

**UDK 159.923.4:159.97-057.87**

**Abstract.** The authors of the article have considered the concept of temperament and addictive behaviour of an individual. The results of the empirical study of the influence of temperament on the formation of addictive behaviour of students are presented. The research results are analysed based on the methods of defining the type of temperament, Internet addiction, interpersonal dependence, alcohol, narcotic addiction and addictive identity in general. To establish correlation relations between the indicators of the methods and the defining of the influence of temperament on the formation of various forms of addictions, mathematical and statistical analysis of the data has been carried out.
**Keywords**: *addictive behaviour, addiction, bad habit, alcoholism, drug addiction, internet addiction, temperament, individual-typological peculiarities, student period.*

## Introduction

Addictive behaviour is one of the most common types of deviant behaviour of an individual. Displays of addictive behaviour become increasingly observed in the younger generation. Many young people, experiencing the impact of instability of economic, social and political conditions, are not able to cope with this pressure. Escape from reality, changing the mental state by using different substances, fixing attention to certain activities, are the consequences of such influence. Addictive behaviour in this case becomes for an individual a way of adapting to the surrounding reality. New forms of addictions begin to emerge and spread together with the society development.

Preconditions for the emergence of addictive behaviour vary depending on the individual characteristics of an individual, lifestyle, environment, etc. Finding out the most common factors in the formation of addictions is among the most important tasks of modern studies of the problem of addiction.

Temperament is one of the most significant features of personality. In turn, it can determine the mental differences between people. Different features of temperament (sensitivity, reactivity, pace of reactions, emotionality, etc.) determine the way of human life and relationship with the environment. The influence of temperament on the appearing of personality addictive behaviour is not completely defined, which makes the research of this issue relevant.

The problem of temperament study has become the subject of research of numerous scientists. Scholars A. Basset and R. Plomin, developers of one of the most popular in modern American psychology concept of temperament, have made an important contribution to the study of this problem. N. Leites and V. Chudnovsky have researched the age peculiarities of displays of temperament properties [3].

The following scientists have made the significant contribution to the study of additions: T. Korolenko (the author of one of the first, in the domestic studies, classification of non-chemical addictions); V. Mendelevich (whose recent publications are devoted to research in the field of narcology); A. Tomas and S. Ches (whose research is devoted to the problem of studying the temperament and the formation of addictive behaviour); V. Belov (who studies addictions, including the main issues of the theory and practice of prevention of addictive behaviour) [8]; O. Simatova (who studies the issue of prevention of addictive behaviour of an individual) [10].

Addictive forms of behavioural deviations are quite common types of deviations. Various forms of addictive behaviour are often called harmful or disruptive habits. Conditionally, one can distinguish between normal and excessive dependence. Normal dependence is a dependence on vitally important objects. The tendency to excessive dependence generates problematic symbiotic relationships or addictive behaviour [1, p.58].

Along with the dependence, the main thing in the behaviour of addictive personality is the desire to withdraw from reality, the fear of everyday life, filled with life obligations and regulations, the inclination to search of limitless emotional experiences, even at the cost of serious risk and the inability to be responsible for anything.

Leaving the reality occurs when addictive behaviour takes the form of «escape», when, instead of harmonious interaction with all aspects of reality activation in one direction takes place [9, p.36].

Often, different forms of addictive behaviour are combined or transmitted from one form to another [6, p.42].

The student age (17-23 years old) is characterised by the most favourable conditions for psychological, biological and social development [2]. Of great interest is the issue of determining the main factors that can lead to the emergence of addictive behaviour in the student's age.

The tendency to the addictive behaviour can be determined by typological peculiarities of the nervous system. A. Tomas and C. Chess have identified nine basic parameters of temperament, such as: adaptability (to new situations), quality of mood, sensitivity, and contactness. Some of the innate qualities, under other unfavourable conditions, contribute to the formation of addictive behaviour. Often, deviant forms of behaviour are mediated by the power and expressiveness of temporal qualities [4].

Temperament is one of the most significant qualities of an individual. It determines the existence of many mental differences between humans, including intensity and stability of emotions, emotional vulnerability, pace and vigour of action, as well as a range of other dynamic characteristics [5, p.553].

The **aim of the paper** is to empirically research the psychological features of the influence of temperament on the formation of addictive behaviour of students.

## Research Methods

*Research organisation.* The research has been conducted at Uzhhorod National University, Faculty of Social Sciences.

*Participants.* 73 students of psychology specialty, 17-21 years old.

*Techniques.* To study the influence of temperament on the formation of addictive behaviour in students, the following psychodiagnostic techniques have been used:

1. structure of temperament questionnaire after V.Rusalov;
2. method on determining the type of temperament after H.Eysenck;
3. method of tendency towards addictive behaviour after V.Mendelevich;
4. method of defining the interpersonal dependency after R. Bornstein (adapted by O. Makushin);
5. Internet addiction test after K. Young (adapted by V. Burova);
6. method of diagnosing the addictive identity.

The research has been conducted in three stages.

**Research Results and their Discussion**

(I) The first stage of research.

1. Having applied the structure of temperament questionnaire after V.Rusalov, the following results have been obtained (see Figure 1):

(i) at the high level the participants demonstrate:

– social ergicity – 44%, which is displayed in the need for social contacts, in the perception of the world through communication;
– social pace – 44%, which is displayed in the rapid verbalisation of own thoughts in the process of communication;
– emotionality – 51%, which is displayed in the sensitivity to work performed by an individual.

(ii) at the low level the participants demonstrate:

– ergicity – 42%, which is displayed in the need to master the subject world, in the pursuit of intense activity;
– social plasticity – 47%, which is displayed in the degree of ease of switching from one person to another in the process of communication.

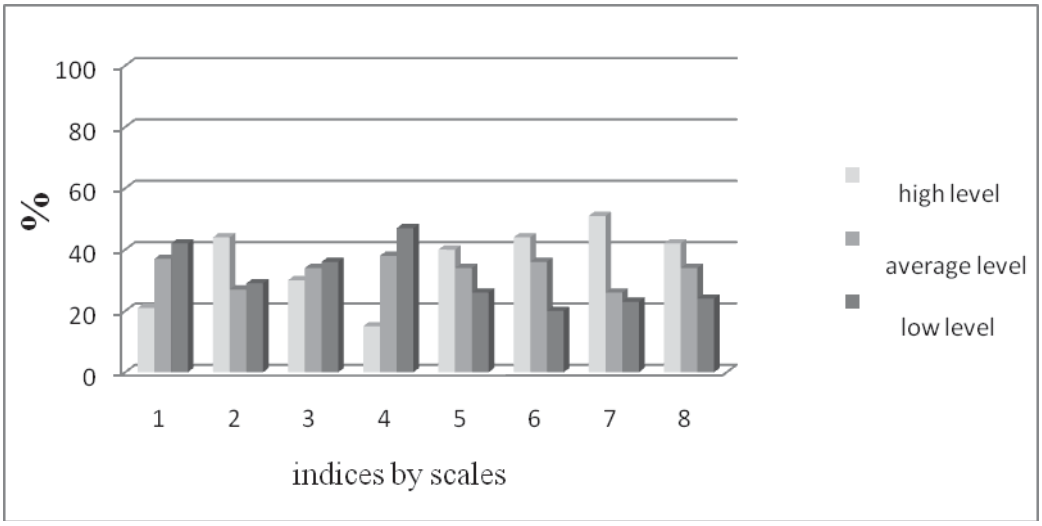



**Figure 1. Average indices of the groups studied by the method of structure of temperament questionnaire after V.Rusalov**

Note: 1 – ergicity; 2 – social ergicity; 3 – plasticity; 4 – social plasticity; 5 – pace; 6 – social pace; 7 – emotionality; 8 – social emotionality.

2. Having applied the method on determining the type of temperament after H.Eysenck, the following results have been obtained (see Figure 2): sanguine – 19%; choleric – 38%; phlegmatic – 11%; melancholic – 32%.

Thus, we see that individuals with choleric and melancholic type of temperament predominate in this sample, and phlegmatic type of temperament is the least observed.

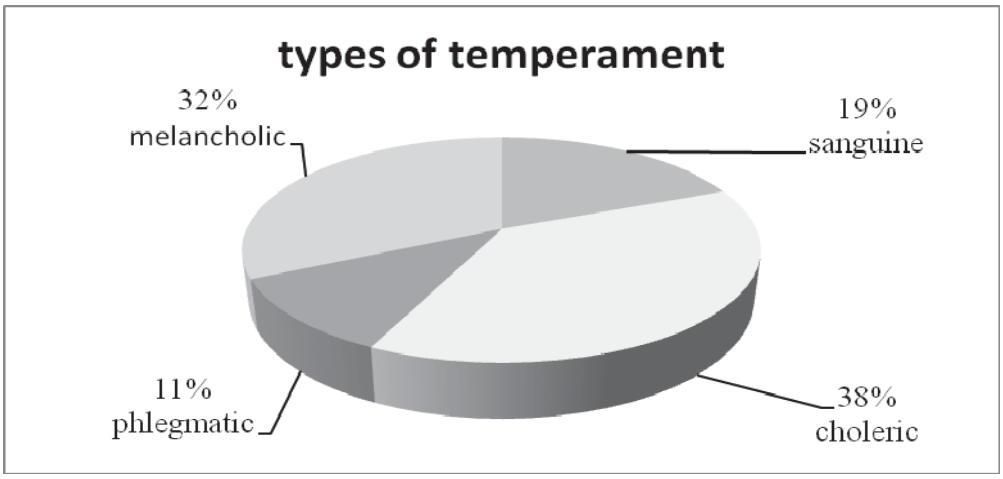



**Figure 2. Average indices of the groups studied by the method of determining the type of temperament after H.Eysenck**

3. Having applied the method of tendency towards addictive behaviour after V.Mendelevich, the following results have been obtained:

– according to indicators of drug addiction, the lowest rates have been obtained with the third year students – 85%, with the sign of tendency – 15%, with the sign of high probability – 0%. This can be explained with the fact that the third year students face the beginning of specialisation, the strengthening of interest in the scientific work as evidence of the further development and deepening of professional interests [7]. The highest rates with the high probability have been obtained with the first year students – 19%. This can be explained with adaptation of students to the university education environment. The behaviour of most freshmen is marked by the high degree of conformism; there is no differentiated approach to their social roles [7].

– according to the indicators of alcohol addiction, the lowest rates have been obtained with the third year students – 62%, with the sign of tendency – 15%, with the sign of increased predisposition – 23%, with the sign of high probability – 0%. High rates have been obtained with the first year students (the sign of high probability – 33%, which can be explained by adaptation) and the second year students (the sign of high probability – 21%, which can be explained with the fact that this is the period of the most intense academic activity of students. Life of second-year students is associated with the intensive inclusion into all forms of education and up-bringing organisation) [7].

On the scale of «tendency to drug addiction» in this sample the following results have been observed: norm – 61%; the sign of tendency – 26%; the sign of increased inclination – 8%; the sign of high probability – 5%. On the scale of «tendency to alcohol addiction» in this sample the following results have been observed: norm – 45%; the sign of tendency – 15%; the sign of increased inclination – 23%; the sign of high probability – 17% (see Figure 3).

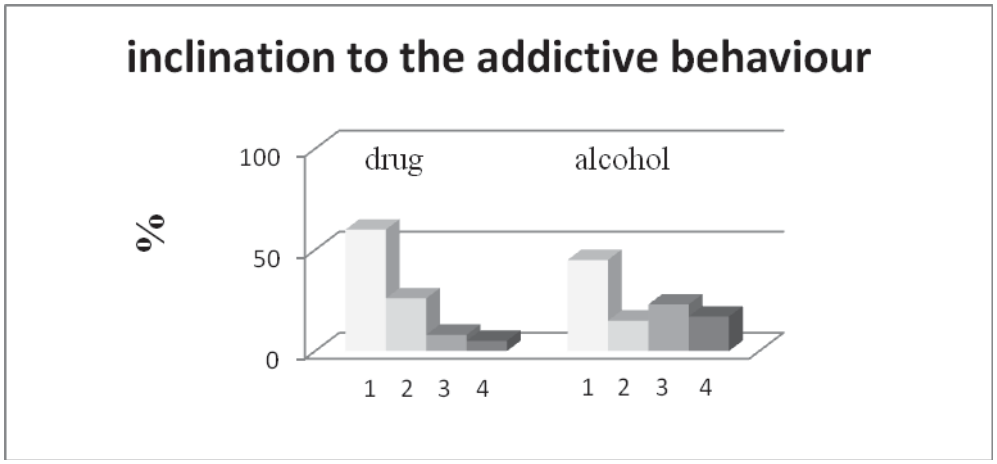



**Figure 3. Average indices of the groups studied by the method of tendency towards addictive behaviour after V.Mendelevich**

Note: 1 – norm; 2 – the sign of tendency; 3 – increased inclination; 4 – high probability.

4. Having applied the method of defining the interpersonal dependency after R. Bornstein (adapted by O. Makushin), the following results have been obtained:

– on the scale of destructive dependence, which is based on a strong need for emotional closeness, on a rigorous desire to get support, in this sample the average level prevails – 62%;

– on the scale of destructive separation in this sample the average level prevails – 60%. Indicators on the given scale are displayed in the inability of an individual to develop social relationships, to establish close relationships;

– on the scale of healthy dependence, which is displayed in the flexibility of communication, in the ability to establish long-term emotional relationships, in this sample the average level prevails – 53%.

It means, that in this sample in general the average rates prevail, that are not within the scope of deviations (see Figure 4).

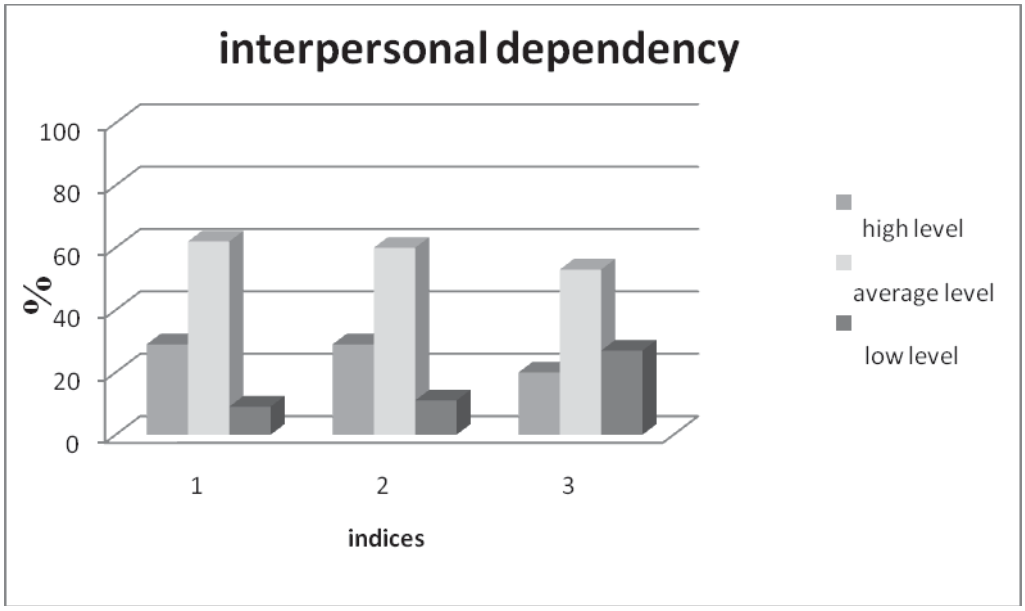



**Figure 4. Average indices of the groups studied by the method of interpersonal dependency after R. Bornstein (adapted by O. Makushin)**

Note: 1 – destructive dependence; 2 – destructive separation; 3 – healthy dependence.

5. Having applied the method of Internet addiction test after K. Young (adapted by V. Burova), the following results have been obtained:

– the highest rates by the level of Internet addiction have been found among the first year students (high level – 5%, average level – 33%, low level – 62%);

– the lowest rates have been found among the third year students (high level – 0%, average level – 8%, low level – 92%).

It means that the first year students are more likely to become Internet addicted than students from other years of study. In general, in this sample high level has been defined in – 1%; average level – 21%, low level – 78%. Thus, in this sample, low rates prevail, characterising the average Internet user (see Figure 5).

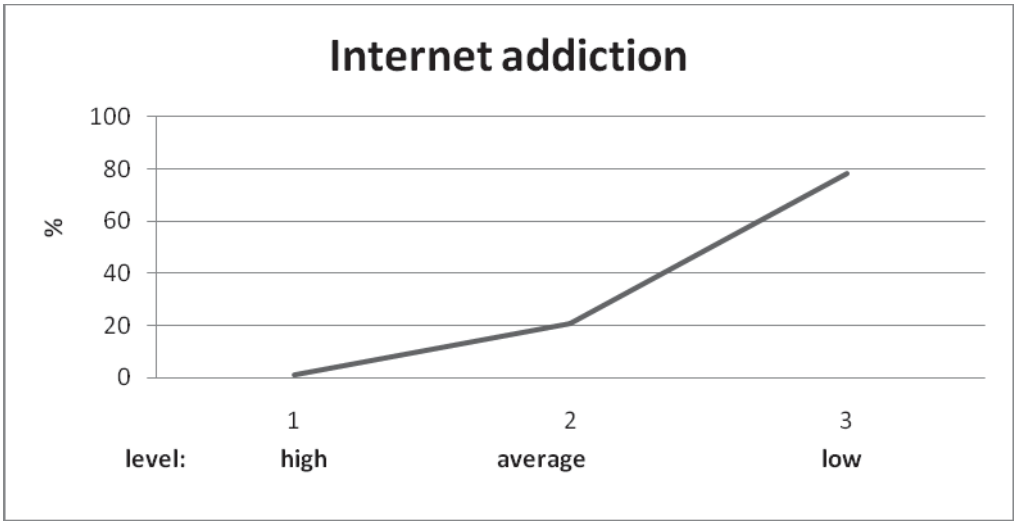



**Figure 5. Average indices of the groups studied by the method of Internet addiction test after K. Young (adapted by V. Burova)**

6. Having applied the method of diagnosing the addictive identity (referred to as the socio-psychological phenomenon, which is accompanied by the escape from reality with the help of chemical and non-chemical addictive agent), the following results have been obtained:

– the highest rates have been found among the first year students (high level –19%, average level – 81%, low level – 0%);

– the lowest rates have been found among the third year students (high level – 0%; average level – 100%; low level – 0%.)

It means that students in the first year are more inclined to escape from reality through the use of certain substances, or to fix attention to various activities, which as a result can lead to the formation of addictive behaviour. In general, in this sample, high level has been defined in – 14%; average level – 86%; low level – 0% (see Figure 6).

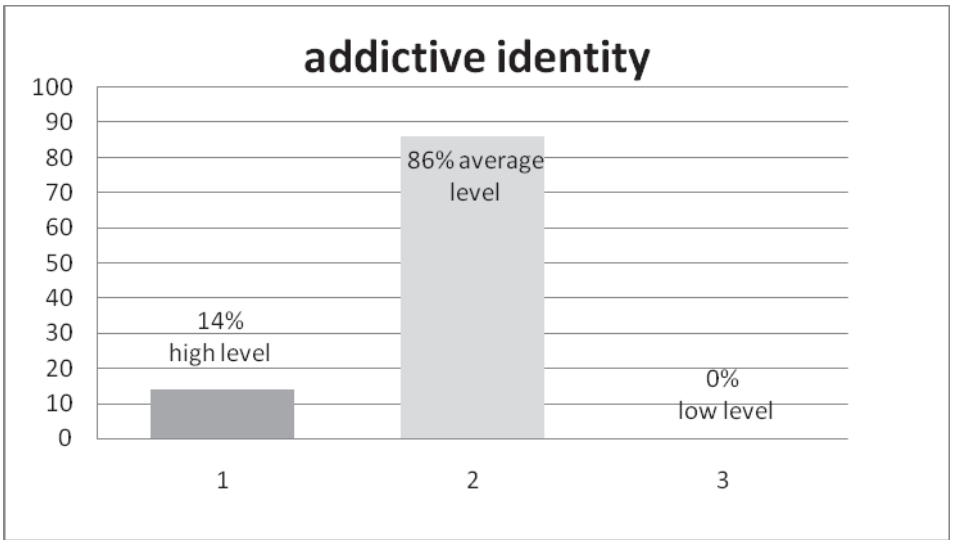



**Figure 6. Average indices of the groups studied by the method of diagnosing the addictive identity**

(II) The second stage of research.

At this stage the correlation between the indicators of temperament and the types of addictive behaviour has been established. The Pearson correlation coefficient has been used to calculate the correlation. The results of data processing are as following:

– negative correlation between the scale «plasticity» (structure of temperament questionnaire after V.Rusalov) and destructive dependence ($r = -0.396$ **; $p < 0.01$). The easier it is for an individual to switch from one type of activity to another, to switch from one form of thinking to another in the process of

interaction with the subject world, to the lesser extent the destructive dependence (rigorous aspiration to get support, pronounced need for emotional closeness) is displayed;

– negative correlation between the scale «plasticity» (structure of temperament questionnaire after V.Rusalov) and addictive identity (r = - 0.434 **; p <0.01). The more an individual displays the ability to switch from one activity to another, the ability to move faster from one form of thinking to another in the process of interaction with the substantive world, to the lesser extent the addictive identity (expressed in the tendency to escape from reality for with the help of chemical and non-chemical addictive agent) is displayed;

– negative correlation between the scale «emotionality» (structure of temperament questionnaire after V.Rusalov) and healthy dependence (r = - 0.520 **; p <0.01). The greater extent of sensitivity an individual displays to the results of his/her work, planning of work, to the lesser extent the healthy dependence is displayed, flexibility of communication, the ability to establish emotional relationships with others;

– positive correlation between the scale of «emotionality» (structure of temperament questionnaire after V.Rusalov) and addictive identity (r = 0.492 **; p <0.01). The greater sensitivity an individual displays in the process of interaction with the objective world, the more chances are there to develop addictive identity, the tendency to deviate from reality, artificially changing own state with the help of certain substances or actions;

– positive correlation between temperament «extraversion-introversion» (method on determining the type of temperament after H.Eysenck) and healthy dependence (r = 0.487 **; p <0,01). The greater is the need of an individual to be involved in social contacts, communication and social orientation on society, the more chances are there to form healthy dependence, the ability to easily establish constructive emotional contacts with others;

– negative correlation between the indicator of temperament «extraversion-introversion» (method on determining the type of temperament after H.Eysenck) and addictive identity (r = -0.280 *; p <0.05). The more communicative and socially oriented an individual is in the process of communication, the less chances are there for the displays of addictive identity expressed in the tendency to escape from reality with the help of chemical and non-chemical substances or addictive actions.

– positive correlation between the indicator of temperament «neuroticism» (method on determining the type of temperament after H.Eysenck) and drug, alcohol addiction (r = 0.482 **, p <0.01, r = 0.632 **, p <0.01). The more emotionally unstable, labile an individual is, the more likely the tendency to form drug and alcohol addiction develops.

– positive correlation between the indicator of temperament «neuroticism» (method on determining the type of temperament after H.Eysenck) and internet addiction (r = 0.684 **; p <0.05). The more emotionally unstable, labile an individual is, the more likely the tendency to form the Internet addiction develops.

(III) The third stage of research.

At this stage of empirical study the influence of temperament on the formation of different types of addictive behaviour among students has been determined. To calculate the correlation the Kruskal-Wallis H-criterion has been used. The results of data processing are as following:

– between the type of temperament and Internet addiction, we have got an indicator at the significance level P > 0.05. It indicates that the type of temperament does not affect the formation of Internet addictive behaviour;

– between the type of temperament and drug, alcohol addiction, we have got an indicator at the significance level P < 0.05. It indicates that the type of temperament affects the inclination to form drug and alcohol addiction. Thus, it has been found that students with choleric and melancholic temperament type are more likely to be addicted to drugs and alcohol than students with phlegmatic and sanguine temperament types.

– between the type of temperament and destructive dependence, we have got an indicator at the significance level P <0.05. It indicates that the type of temperament affects the inclination to form a destructive dependence. Thus, it has been found that students with choleric and melancholic type of temperament are more likely to form a destructive dependence (characterised by the excessive need for emotional closeness) than

students with phlegmatic and sanguine temperament types;

– between the type of temperament and healthy dependence, we have got an indicator at the significance level P <0.05. It indicates that the type of temperament affects the inclination to form a healthy addiction. Thus, it has been found that students with sanguinic and phlegmatic type of temperament are more likely to develop a healthy dependence (displayed in flexibility in the communication process, in the ability to establish constructive emotional contacts with others) than students with choleric and melancholic type of temperament;

– between the type of temperament and addictive identity, we have got an indicator at the significance level P <0.05. It means that the type of temperament affects the inclination to form a destructive dependence. Thus, it has been found that students with choleric and melancholic type of temperament are more likely to be inclined to form an addictive identity (which is the sign of a tendency to escape from reality by artificially changing own condition by means of certain substances or actions) than students with phlegmatic and sanguine type of temperament.

## Conclusions

The conducted analysis of the data obtained from the empirical research of addictive behaviour and the peculiarities of temperament in students shows that according to the indicators of the structure of temperament, the highest figures in this sample are obtained on the scale of social ergicity, social pace, emotionality, displayed in the need for social contacts, for grasping the world through communication, in the sensitivity to the work performed by an individual. The lowest rates are obtained on the scale of ergicity and social plasticity, which is displayed in the need to grasp the objective world, in the desire for intense activity, in the degree of easy switching from one person to another in the process of communication. It has been established that in this sample individuals with choleric and melancholic type of temperament predominate, the less individuals have been defined having phlegmatic temperament.

As a result of the study of the features of addictive behaviour, we have found the first year students demonstrate the highest rates of inclination to form different forms of addictions. The lowest rates have been observed among the third year students.

It has been found out that the emergence of addictive behaviour can be associated with individual-typological peculiarities of an individual. In particular, the presence of many mental differences can be determined by temperament.

As a result of this study, it has been found out that the type of temperament can influence the formation of addictive behaviour in students. The tendency to alcohol, drug addiction, interpersonal dependence and the formation of addictive identity in general can be determined by such types of temperament as choleric and melancholic.

The problem of influence of temperament on the formation of addictive behaviour is not fully studied in this article. The issues of deepening of theoretical and empirical data on this issue, namely, the study of the factors of the emergence of addictive behaviour are the prospective areas for the further research.

The current issue is the development of a corrective programme aimed at developing of skills to overcome the addictive behaviour of students. The ability to withstand all kinds of addictions requires harmonious development of an individual in different spheres of activity. One of possible ways to overcome addictions is to build skills to interact with all aspects of reality. Correctional programme is designed to establish special conditions, by setting tasks, that require the ability to look at the situation from a different point of view, to promote the development of skills for self-control, communication, responsibility, to raise self-esteem of an individual.

## References


1. Azarova, L.A. & Syatkovsky, V.A. (2009). Psikhologiya deviantnogo povedeniya [Psychology of deviant behaviour]. Minsk: GIUST BSU [in Russian].
2. Hilinsky, Ya. (2004). Deviantologiya: sotsiologiya prestupnosti, narkotizma, prostitutsii, samoubiystv i drugikh «otkloneniy» [Deviantology: sociology of crime, narcotism, prostitution, suicide and other "deviations"]. St. Petersburg: Publishing house "Yuridicheskiy tsentr Press" [in Russian].
3. Yegorova, M.S. (1997). Psikhologiya individual'nykh razlichiy [Psychology of Individual Differences]. Moscow: Planeta detey [in Russian].
4. Illin, E.P. (2001). Diferentsial'naya psikhofiziologiya [Differential psychophysiology]. St. Petersburg: Piter [in Russian].
5. Maklakov, A.G., Dolinska, L.V., & Ogorodniychuk, Z.V. (2001) Obshchaya psikhologiya [General Psychology]. St. Petersburg: Piter [in Russian].
6. Nefedova, A.V. (2015). Psikhologiya deviantnogo povedeniya [Psychology of Deviant Behaviour]. Vladimir: Publishing house of Vladimir State University [in Russian].
7. Podolyak, L.G., & Yurchenko, V.I. (2006). Psykholohiya vyshchoyi shkoly [Psychology of Higher School]. Kyiv: Phil-studio Ltd [in Ukrainian].
8. Belov, V.G., Grigoriev, G., Kulganov, V.A., & Parfenov, Yu.A. (2013). Profilaktika addiktivnogo povedeniya [Prevention of addictive behaviour]. St. Petersburg: Orthodox Initiative [in Russian].
9. Mendelevich, V.D. (ed). (2007). Rukovodstvo po addiktologii [Guide to addictology]. St. Petersburg: Rech' [in Russian].
10. Simatova, O.B. (2006). Psikhologiya zavisimosti [Psychology of dependence]. Chita: ZabGGPU [in Russian].

# ADAPTING FIRST-YEAR STUDENTS TO HIGHER EDUCATION ENVIRONMENT

***Liliya Romankova***
*Candidate of Psychology, associate professor*
*Head of the Student Mentoring Department*
*Vasyl Stefanyk Precarpathian National University*
*Ivano-Frankivsk, Ukraine*

**UDK: 378-057.87:316.613.5-044.332**

**Abstract.** The paper discusses issues in the adaptation of first-year students to higher education environment. The author explores the category of adaptation. It is argued that the age of 17-23 is the most crucial in an individual's life. The author analyzes the indicators of socio-pedagogic adaptation and maladaptation. The analysis is based on a study which was conducted in 2012-2016 and involved 5425 respondents.
**Keywords**: *analysis, results, adaptation, socio-pedagogic adaptation, maladaptation.*

## Formulation of the problem

A student mentoring system in higher professional education is based on three important processes – adaptation, the development of academic motivation and professional identification of a future specialist, which is why this study will focus on issues in the adaptation of first-year students to higher education environment because the effectiveness of adaptation determines the personal and professional characteristics of a future specialist [14].

An analysis and study of first-year students' psychological adaptation to higher education environment involves specifying the concept of adaptation. The understanding and interpretation of adaptation in higher education environment can vary. Issues in adaptation have been studied extensively by international and Ukrainian researchers, namely by V. P. Kazimirenko, V. I. Medvedeva, A .A. Nalchadzhian, G. M. Shevandrin and others.

The term "adaptation" is used in numerous research areas; however, no single interpretation has been agreed upon so far. Thus some researchers regard adaptation as a process, result, adjustment; others, as an interplay between an individual and the object adapted to, or between an individual and environment.

Many researchers argue that the adaptation process depends on the agent's activeness, which involves exploring the conditions, norms, rules of a new living environment and a search for relevant venues and solutions. Adaptation is composed of complex, multifaceted interactions between a person and their environment [1].

Adaptation has recently been defined through the concept of interaction. Interaction per se involves interconnection, mutual impact, mutual action between agents. It is natural that in biological adaptation, when an individual is highly dependent on their environment, the term "adjustment" captures the essence of the process more accurately. However, there is growing interest in socio-pedagogic adaptation, which is why the concept of interaction is gaining topicality. As a rule, defining adaptation through interaction is based on the importance of the agent's activeness, on the increased significance of conscious creativity [1]. The concept of interaction is more accurate in terms of reflecting the specifics of socio-pedagogic adaptation.

Higher education years are marked by the most rapid intellectual and personal growth. K. D. Ushynskyi considered the age between 17 and 23 to be the most crucial period in an individual's life. He wrote, "It is at this age that beliefs get formed, and the majority of them, if not all, are grouped into a single network thus determining a person's mindset and character [3].

The period between 17 and 23 years of age is characterized by numerous changes determined by increased mental functions. Most young people reach physical maturity by the time they are admitted to higher education institutions. However, their psychological development still continues. New structures develop in the nervous system, which leads to the redevelopment of previously formed structures. Constant repetition of the same acts, patterns, and actions in the same order result in the development of certain relationships between conditioned responses, which have to be changed and adapted to new requirements and conditions when school leavers transfer to higher education [3]. This transition is possible due to the plasticity of the nervous system, but redevelopment varies from student to student – it can be fast or slow, easy or difficult depending on their individual characteristics, on how they are prepared to this transition by their school, family, higher education institution, as well as on other factors.

It is not rare that socio-psychological adaptation destroys first-year-students' positive views and relations. Maladaptation results in nervous strain and frustration, decreased academic activity, loss of interest in public life, negative behavior, poor academic performance during the first semester, and in some cases loss of belief in oneself, disappointment in life. This leads to psychic overload, which reduces adaptability and, as a result, damages an individual's psychic health [6].

Therefore, first-year students have difficulty learning and adapting because they have not developed the following personality traits: preparedness to learning, ability to study independently, to control and evaluate themselves, to manage their independent study time effectively, etc.

S.I. Samyhin argues that students become fully adapted to higher education environment by the end of the second or the beginning of the third semester. He identifies three forms of adaptation to higher education: 1) formal adaptation, which refers to students' cognitive and informational adjustment to a new environment, to the structure of a new school, to new requirements and duties; 2) social adaptation, which is defined as a process of internal integration of first-year student groups and the integration of these groups in the student community as a whole; didactic adaptation, which involves students' preparation to new forms and methods of learning in higher education institutions.

An individual's socio-psychological adaptation in a group or community is possible due to a system of mechanisms: reflection, empathy, social feedback loops, etc.

The indicators of successful socio-psychological adaptation include the following: an individual's high social status in a certain environment, their psychological satisfaction with this environment, which refers to their job, working conditions, organization, etc. Poor socio-psychological adaptation manifests itself in an individual's transition to another social environment, breaches of discipline, poor academic performance, declining relationships with their group mates, which results in disillusionment, a sense of inferiority, frustration, loss of academic motivation.

**Main material and research results.** Proceeding from the importance of exploring adaptability in first-year students, we conducted an experimental study at Vasyl Stefanyl Precarpathian National University between 2012-2016. Our study involved 5425 respondents and was based on the multi-level personality questionnaire called "Adaptability", which was designed by A.G. Maklakov and S.V. Chermianin (1993); the questionnaire is aimed at studying an individual's adaptability on the basis of evaluating certain psycho-physiological and socio-psychological characteristics which serve as psychic and social development indicators. The questionnaire is regarded as a standardized method and is recommended to be used in psychological selection, psychological counseling in academic and professional settings [14].

The theoretical basis of the test is that adaptation is regarded as an individual's continuous adjustment to their social environment, which affects all levels of human activity. The success of adaptation largely depends both on the genetics of the nervous system and on an individual's upbringing conditions, their behavioral stereotypes, the adequacy of their self-esteem. Distorted or underdeveloped self-image leads to maladaptation, which can be associated a growing potential for conflicts, loss of social identity, health deterioration. In severe cases, maladaptation can lead to diseases, academic or professional misconduct, antisocial behavior. The process of adaptation is extremely dynamic. Its success is largely determined by a number of objective and subjective factors, functional state, social experience, life philosophy, etc. Every person has a different perception of the same events; people can react differently to the same stimulus. It is possible to identify a certain interval of an individual's adequate reactions which will correspond to a psychic

norm; it is also possible to identify a certain “interval” of an individual’s attitude to a phenomenon which refers to universal moral values. The level of correspondence to the “interval” of psychic and socio-moral normativity determines the effectiveness of socio-psychological adaptation and adaptability potential, which is regarded as the most significant indicator of psychic development. психічного розвитку (Table 5.2.1-5.2.10).

**Table 5.2.1**

**Students’ personal adaptability potential (2012)**

| No. | **Scale** | **Low development level** | **Medium development level** | **High development level** |
|---|---|---|---|---|
| 1. | Neuropsychic stability | 5 % | 94. 2 % | 0.8 % |
| 2. | Communicative abilities | 4 % | 95. 2 % | 0.8 % |
| 3. | Moral normativity | 3 % | 96. 2 % | 0.8 % |

**Number of students – 1 751; sample – 1 400 respondents**

**Table 5.2.2**

**Students’ personal adaptability potential (2012)**

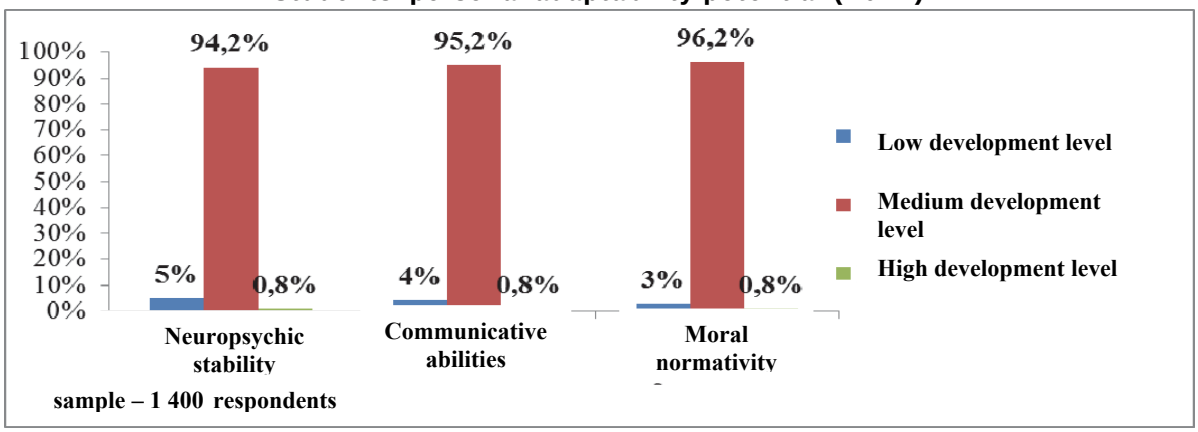



**Table 5.2.3**

**Students’ personal adaptability potential (2013)**

| No. | **Scale** | **Low development level** | **Medium development level** | **High development level** |
|---|---|---|---|---|
| 1. | Neuropsychic stability | 6.94 % | 87.5 % | 5.56 % |
| 2. | Communicative abilities | 8.33 % | 70.84 % | 20.83 % |
| 3. | Moral normativity | 5.56 % | 44.44 % | 50 % |

**Number of students – 1 771; sample – 1 040 respondents**

Table 5.2.4

**Students' personal adaptability potential (2013)**

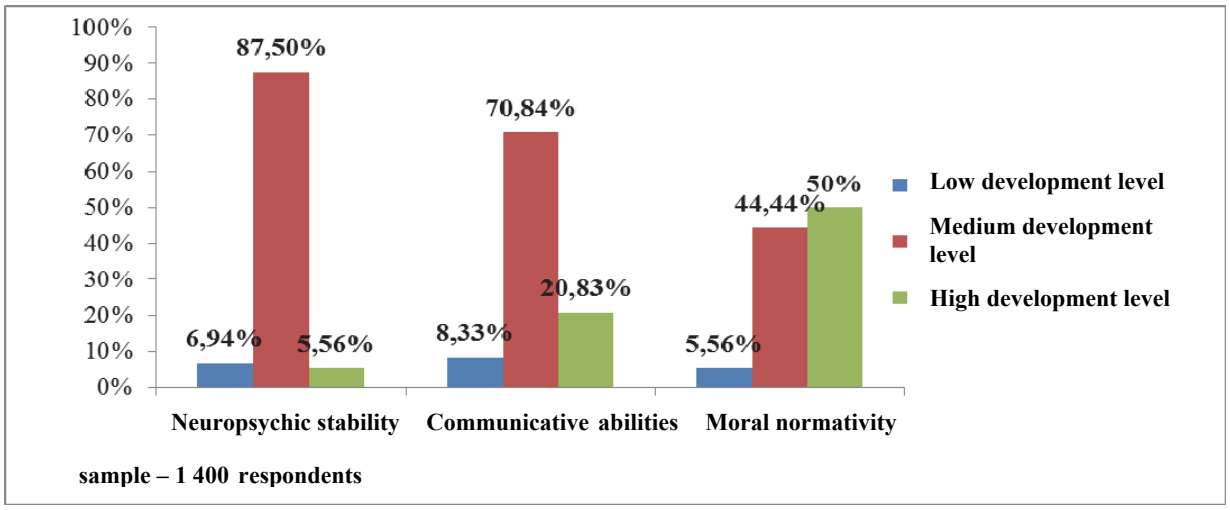



Table 5.2.5

**Students' personal adaptability potential (2014)**

| No. | Scale | Low development level | Medium development level | High development level |
|---|---|---|---|---|
| 1. | Neuropsychic stability | 4.4 % | 95.6 % | - |
| 2. | Communicative abilities | 1.1 % | 85.5 % | 13.4 % |
| 3. | Moral normativity | - | 66.7 % | 33.3 % |

**Number of students – 2 249; sample – 1 442 respondents**

Table 5.2.6

**Students' personal adaptability potential (2014)**

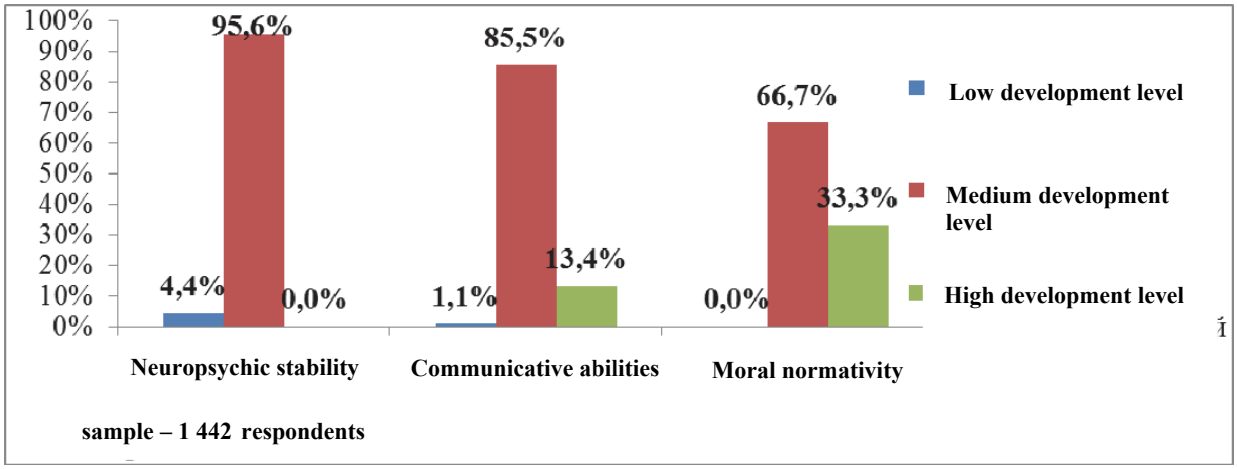


Table 5.2.7

**Students' personal adaptability potential (2015)**

| No. | Scale | Low development level | Medium development level | High development level |
|---|---|---|---|---|
| 1. | Neuropsychic stability | - | 100 % | - |
| 2. | Communicative abilities | 4.1 % | 71.1 % | 24.8 % |
| 3. | Moral normativity | 3.1 % | 36.1 % | 60.8 % |

**Number of students – 2 266 ; sample – 1 543 respondents**

Table 5.2.8

**Students' personal adaptability potential (2015)**

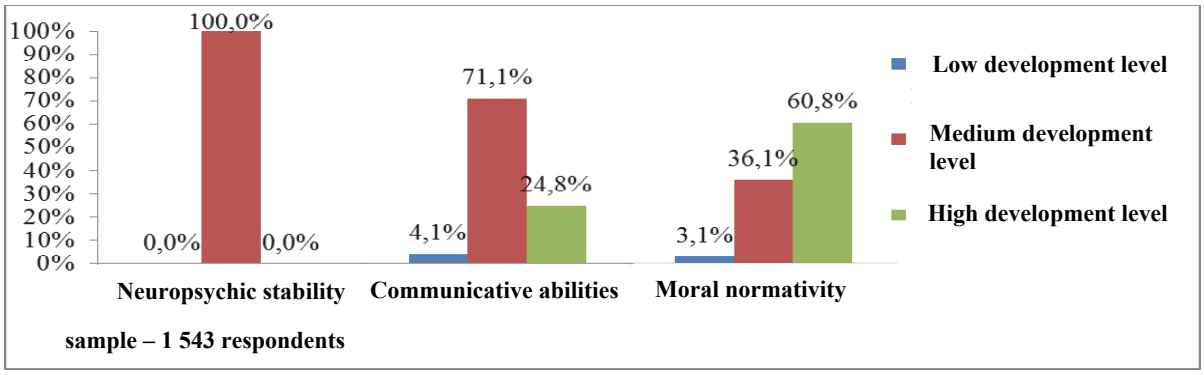



Table 5.2.9

**Students' personal adaptability potential: total results (2012, 2013, 2014, 2015; sample – 5425 respondents)**

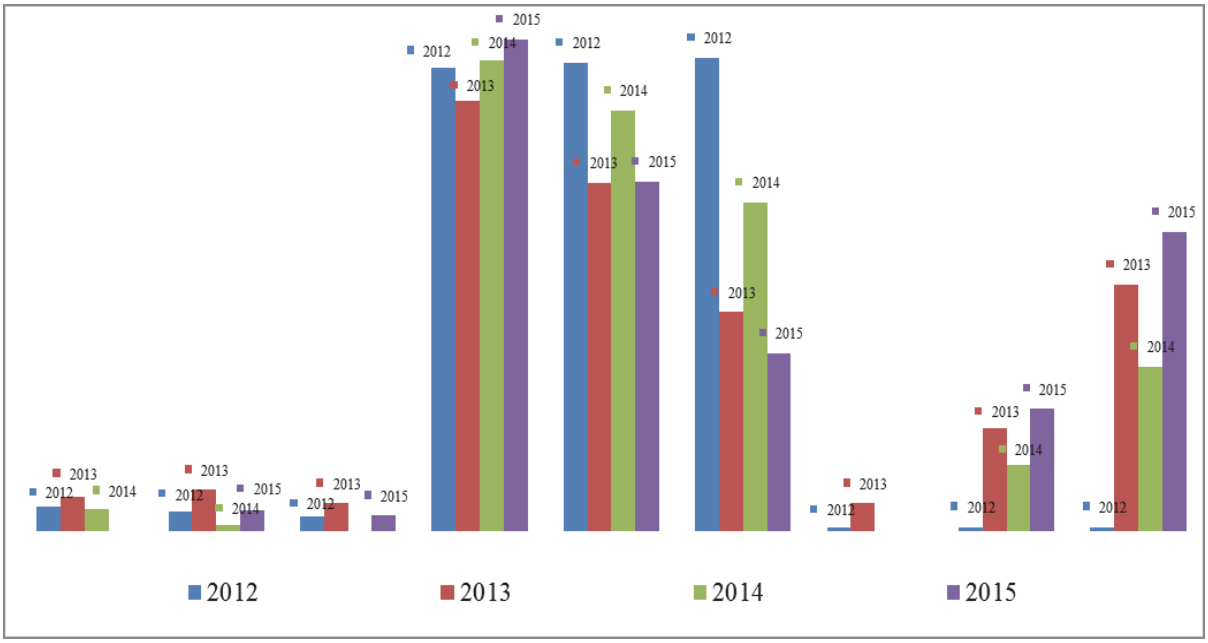
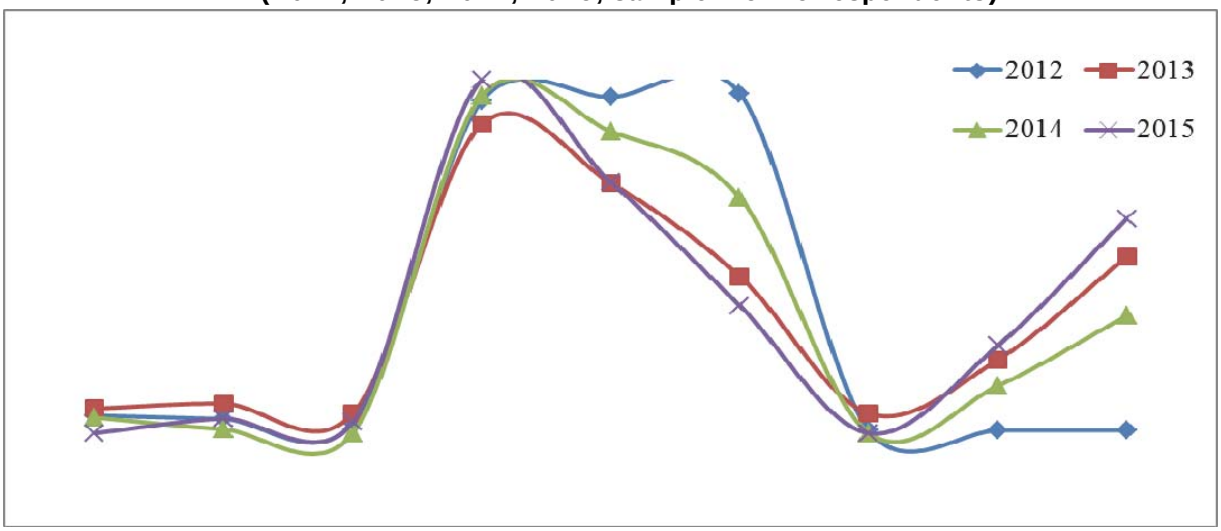


**Table 5.2.10**

**Students' personal adaptability potential: the dynamics of change (2012, 2013, 2014, 2015; sample – 5425 respondents)**




Let us analyze the research results which we obtained over the period of 2012-2015. Tables 5.2.1-5.2.9 illustrate the personal adaptability potential in the first-year students surveyed in terms of their neuropsychic stability, communicative abilities and moral normativity [14].

The neuropsychic stability scale shows the risk of first-year students' maladaptation under stress, i.e. when the emotional reflection system operates under critical conditions caused by external and internal factors. 95 percent of the respondents show medium of high levels of neuropsychic stability, and only 5 percent face maladaptation risk.

Communicative abilities or communicative potential is another component of personal adaptability potential. The research findings show a significantly high level of communicative potential in students (in approximately 90 percent of the respondents) because they socialize most of the time, their activity is connected with building relationships with other students and teachers. Communicative abilities (or the ability to establish contact and gain understanding) vary from student to student depending on their experience, their need for communication and proneness to conflict. Throughout the experimental period, 10 percent of the students showed low levels of communicative abilities.

The moral normativity scale indicates a student's ability to adequately perceive a certain social role assigned to them. Moral normativity levels reflect two major components of socialization: the perception of moral and ethical norms and the attitude to the requirements in one's immediate social surroundings. The survey results show medium and high levels of moral normativity in first-year students and a small percentage of students with low levels of this characteristic (up to 5 percent of the respondents).

Neuropsychic stability, communicative abilities and moral normativity constitute a scale of personal adaptability potential, which measures personal adaptability in general (Tables 5.2.11-5.2.12).

Table 5.2.11

**Levels of adaptability in first-year students**

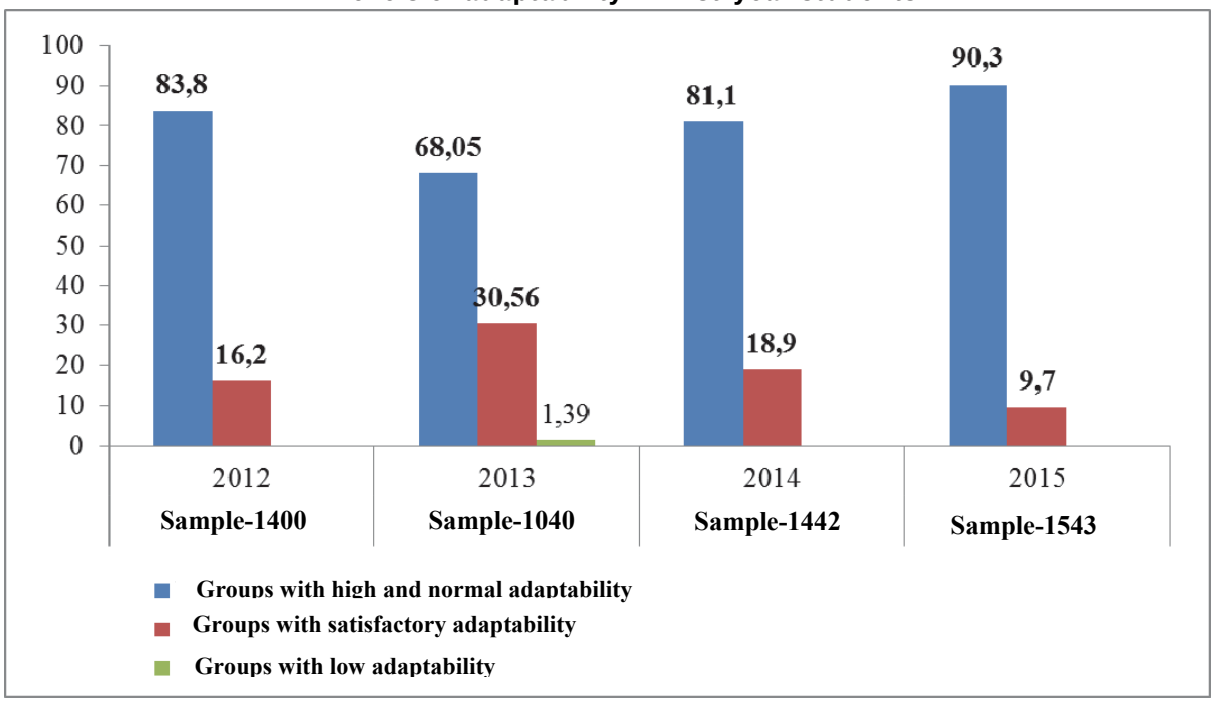



Table 5.2.12

**The dynamics of change in the adaptability of first-year students (2012, 2013, 2014, 2015; sample – 5425 respondents)**

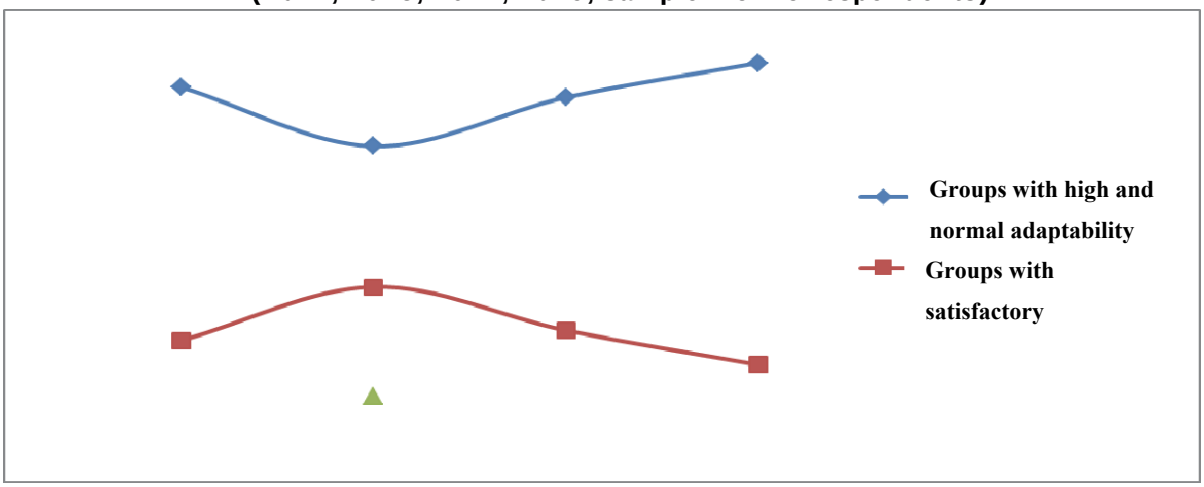



Table 5.2.10 illustrates the positive dynamics of students' personal adaptability potential according to the basic scales (neuropsychic stability, communicative abilities and moral normativity).

Table 5.2.11 illustrates the scale of students' personal adaptability potential which consista of three groups: 1) high and normal adaptability (the students belonging to this group can easily adapt to new conditions, are quick to come in contact with new people, are able to quickly understand new situations, are good at developing behavioral strategies. As a rule, such people are not prone to conflicts and show high emotional stability; 2) satisfactory adaptability (most of the students in this group have various accentuations of character which are partially compensated under normal conditions and can show when there is a change of activity. Thus the success of adaptation depends on external environment factors. As a rule, such students are characterized by low emotional stability; they can be prone to conflicts, show antisocial behavior, aggression. The students belonging to this group need an individual approach, constant monitoring and corrective measures; 3) low adaptability (the students in this group have obvious accentuations of character with some

signs of psychopathy, borderline personality disorder; they are prone to having psychotic nervous breakdowns. The students belonging to this group are characterized by low neuropsychic stability, are prone to conflicts, can be antisocial; they need psychological counseling and medical treatment (neuropathological, psychiatric examination).

Table 5.2.12 illustrates the positive dynamics of change in the students' personal adaptability potential

To conclude, it should be stressed that psychological and pedagogical research makes it possible to model a university teacher's activity in terms of identifying concrete goals, content and methods of student mentoring programs; predicting results; and improving student mentoring services with a view to developing professional qualities in future specialists [20].

## References


1. Agadzhanian, N.A.: Adaptatsiia i rezervy organizma [Adaptation and the organism's reserves]. Fizkultura i Sport, Moscow (1983).
2. Bandurka, O.M: Pro siohodennia vyshchoi osvity v Ukraini [On the now of higher education in Ukraine]. Vyshcha shkola. 9, 7-15 (2011).
3. Bodrov, V.A.: Informatsionnyi stress. Uchebnoe posobie dlia vuzov [Information stress. Study manual for higher education institutions]. PER SE, Moscow (2000).
4. Bratus, B.S.: Anomalii lichnosti [Anomalies of personality]. Nauka, Moscow (1988).
5. Vievska, M., Krasovska, L.: Formuvannia motyvatsii fakhivtsia do bezperervnoi profesiinoi osvity [Developing a specialist's motivation for uninterrupted professional education]. Vyshcha shkola. 1, 75-82 (2011).
6. Diagnostika sotsialno-psikhologicheskoi adaptatsii (Rogers, C., Dymond, R.) [Socio-psychological adjustment diagnostics (Rogers, C., Dymond, R.)] Fetiskin, N.P., Kozlov, V.V., Manuilov, G.M. Sotsialno-psikhologicheskaya diagnostika lichnosti i malykh grupp [Social-psychological diagnostics of personality and small groups]. Institut Psikhoterapii, Moscow (2002).
7. Yerokhin, S.A., Nikitin, Yu.V.: Kontseptsiia profesiinoi motyvatsii studentiv yak faktora konkurentnosti na rynku pratsi [A conception of professional motivation in students as a competitiveness factor on the labour market]. Yurydychna nauka. 1, 20-28 (2011).
8. Karpenko, Z.S.: Aksiolohichna psykholohiia osobystosti [Axiological psychology of personality]. Lileia-NV, Ivano-Frankivsk (2009).
9. Klimov, Ye.A.: Obshchechelovecheskie tsennosti glazami psihologa-professioveda [Universal human values as viewed by a career psychologist]. Psychological journal. 4, Vol.14, 130-136 (1993).
10. Leontiev, D.A.: Psikhologiia smysla: priroda, stroenie i dinamika smyslovoi realnosti: 3-e izd. dop. [The psychology of sense: nature, structure and dynamics of conceptual reality: 3rd edition, amended]. Smysl, Moscow (2007).
11. Lisovets N.M. Professionalnaia motivatsiia studentov kak sposob aktivatsii obucheniia [Professional motivation in students as a means of activating learning]. doi: http://www.masters.donntu.edu.ua/2012/iem/temnenko/library/article5.htm.
12. Pinska, O.: Profesiina motyvatsiia yak zasib pidvyshchennia efektyvnosti navchalnoi diialnosti studentiv [Professional motivation as a means of improving student performance]. Problemy trudovoi i profesiinoi pidhotovky. Issue 14, 111-115 (2009).
13. Podoliak, L.H., Yurchenko, V.I.: The psychology of high school. Karavela, Kyiv (2008).
14. Romankova, L.M.: Vykhovannia maibutnikh fakhivtsiv v systemi vyshchoi shkoly [Professional training of future specialists in the system of higher education]. Modus of state and public education management: monograph / Ministry of Education and Science of Ukraine, National Pedagogical Dragomanov University, Kyiv (2015).
15. Romankova, L.M.: Osoblyvosti spilkuvannia i vzaemodii z suchasnymy ditmy [The specifics of communication and interaction with modern children]. Topical issues of philology students' training for working activity in contemporary domain of education: book of articles]. 1, 154-166 (2017).
16. Romankova L.M.: Psykholohichna pidtrymka molodi v umovakh VNZ [Psychological support of young people at higher education institutions]. "Challenges and prospects for research

development at the turn of the third millennium in countries of Europe and Asia". doi: http://conferences.neasmo.org.ua/uk/conf/27.
17. Tsinnisno-smyslovyi universam liudyny: Monohrafiia za red. kand. filos. nauk O.O. Serdiuk [Value- and content-oriented store of a human: Monograph ed. by candidate of philosophy O.O. Serdiuk]. "Yugo-Vostok, Ltd", Donetsk (2007).
18. Shadrikov, V.D.: Vvedenie v psihologiiu: motivatsii povedeniia [Introduction to psychology: behavioral motivations]. Logos, Moscow (2003).
19. Yarmakeev, I.E.: Modelirovanie lichnosti sovremennogo uchitelia: tsennostno-smyslovoi aspekt [Modelling the personality of a modern teacher: value- and content-oriented aspect]. Izdatelstvo Kazanskogo universiteta, Kazan (2004).
20. Romankova, L.M.: The diagnostics of professional focus and value-oriented sphere of personality in the system of higher education. Journal of Vasyl Stefanyk Precarpathian National University. 2, 35-45 (2017).

# GENDER INEQUALITY: SPOUSES STATUSESAND ROLE IN FAMILY RELATIONSHIPS IN TRANSCARPATHIAN REGION

*Kostyantin Borshch*
*PhD in Sociology*
*Associated Proffesor*
*Uzhhorod National University*

**UDK 316.312**

**Abstract.** Features of modern political, economic and social development of Ukraine, a deep crisis that covered all spheres of society had a negative impact on the functioning of the family institution. Family-marital relations are characterized by a number of disturbing tendencies, in the priority of which is the increase in the number of divorces and accordingly single-parent families, the birth rate does not provide a simple reproduction of the population and continues to decrease. At the same time, it is with the family in society that the hopes of humanization of the social relations, the moral renewal of the personality, the formation of which begins in the family. This determines the theoretical and practical relevance of socio-philosophical, psychological and pedagogical research of the problem in development of modern family institution.

At the present stage family undergoes radical changes in its functions and forms of family life. Increasingly widespread is the incomplete and extramarital family, the age of marriage increases, fertility rates decrease, the transfer of basic functions of the family to social institutions is carried out, the number of conflicts between members of the family increases due to different understanding of family values and different perceptions of the role distribution. All this leads to the need of studying these issues in order to prevent conflict situations in marital and family relationships and to ease the transition to new, adapted to modern conditions forms of family life.

One of the issues that arise during the research of the modern family as a social institution is the issue of gender inequality that may form during the formation of the status-role position of the young family.

**Keywords:** *gender inequality, social status, family status, family relations, young families, spouse role in marriage.*

## Introduction

The question of equality between man and woman is increasingly being raised. The thoughts of different people are sometimes diametrically opposed: from the fact that there must be absolute equality, to the point that such equality could not possibly exist [1; c.75-83].

Throughout the history of mankind, we are witnessing the repeated changes in social systems, the matriarchy was replaced by the patriarchy. But quite often in history we can find references to the phenomenon characteristics of which has almost any society- the inhibition and discrimination of woman. In today's gander studies a wide range of issues is being observed about men and woman in society, family and thier professional activities. In sociology the concept of gender behavior is constantly being observed but nevertheless the difference between man and woman has a lot to explore. The gender stereotypes, as well as other kinds of social stereotypes is an inalienable attribute to everyday thinking, self-awareness and interaction of individuals in social space. Namely, based on gender stereotypes gander-role behavior is formed.

The study of marital and gender issues, which explores the formation, development and functioning of the family within sociology branch has long existed. In particular, the mentioned problem was studied by number of scientists. The change in life activities of the family was studied

by A.I. Antonov, A.H. Vyshnevetsky, T.A. Gurko, V.V. Solidnikov, the functioning analysis of the family is carried out in the words of N.H Aristova, M. U. Arutunyan, S.I. Golod and others. The first attempt to create a model of gender relations in the family was created in the works of I.U. Borisov, Z.O. Yankovoi and continued by T.O.Gurko, N.M. Rimashevskoi, I.M. Tartakovsky Z.O. Yankovoi and other.

The aim is to study gender inequality through the status-role positions of a young couple in modern society.

In modern Ukrainian society, deep transformations effected all branches of public life. In particular, social changes have affected the life of modern Ukrainian family, which is a complex socio-cultural phenomenon. It focuses on virtually all aspects of society's life and goes to all levels of social practice- from individual to the socio-historical, from material to spiritual. The family acts as an important bearer of culture and its components, values, axiological orientation, traditions, social norms, rules of conduct etc. Therefore, in the socio-philosophical aspects, a modern family cannot be regarded outside the social space of Ukrainian society.

Today it is obvious that the family problems go beyond its narrow concept. that is why at the current stage of development of Ukraine there is a need for awareness and rethinking of changes in the socio- economic, political, demographic, national and spiritual development of people's lives in order to find ways to improve the condition of today's modern family. This means that the problem is relevant and needs to be addressed at the state level. This is possible due to a scientific analysis of the situation, the life conditions of specific categories of families, comprehensive assessment of the implementation of the basic functions of the family (economic, reproductive, educational, axiological, communicative), the socio-cultural and socio-psychological problems of Ukrainian families, structural and functional features of modern society family [4; c.83].

The transformational processes that are taking place in our society have affected the family and reflected, first of all, on its main functions and structural components. Family in society plays an extremely important role, its existence is prerequisite for the functioning of society through physical and socio-cultural substitution over generations. However, the realization of the basic functions of the family is not a consequence of biological regulators, but the result of the actions of social prosses and social system in total. Like other social institutions, the family develops under the influence of the whole set of socio-economic relations and cannot exist independently from society.

Today the specificity of the transitional state of Ukrainian society involves the recourse to gender-based research. therefore, modern knowledge in the field of socio-psychological research of the family should more and more address the gender-role aspects of family behavior of the person, analyze the formation of family-role identity and gender role identity, to study the mechanism of socialization and stereotyping, as well as to explore the features of spouse's modern gender perception of each other. Regarding this, the interdisciplinarity of the gender approach should be noted and the use of research obtained as a result of its practical application can play a positive role in solving both the global and local crisis phenomena of the modern family and also help to overcome the disparity of many researches, thier one-sidedness in the study of certain phenomena [5; c.75].

Studying family roles, including marital roles is important for understanding the role of family for both society and the individuals as well as for predicting family stability. This is especially important at the first stage of the family life cycle, for harmonious existence and development of the family and marriage. It is important that there is no discrepancy in the perceptions of the family roles of men and woman, same family values [1; c.77].

Men and woman have different ideas about the ideal family type and gender distribution of family roles. Causing frequent partner unions with contradictory attitudes on the type of family relationships. Dissatisfaction with the divergence and thier family behavior results in conflicts that often end in divorce. As a result, family becomes an additional stressful factor. This is especially noticeable in today's Ukrainian society, when the state of chronic emotional stress has covered all groups of the population. A harmonious family, more than other social structures can provide interpersonal relationships that are of

particular importance in the prevailing conditions.

The modern family is the most important social environment for the formation of personality and child upbringing, which is not only responsible for the social reproduction of the population but also the reproduction of a certain way of life, way of thinking and relations. The contradictory nature of family roles, narrow limits of their implementation leads to dissatisfaction with the personal needs of family members and are the cause of role-overload, role conflict. Ambiguous understanding of the family roles or uncertainty of role expectations, inconsistency of the role expectations and role demands of the spouses, the ratio of high-level role expectations in relation to the marriage partner and low evaluation of his role behavior are the cause of dissatisfaction with the family role requirements of the spouses and as a consequence the cause of family conflicts [3; c.64].

Society is interested in the stable family relationship, harmonious marriage relations. Such family atmosphere has a beneficial effect on the child upbringing and eases solving a whole series of social problems for adults( housing, social security, employment, etc.) That is why family remains one of the main objects of the analysis for sociologists and social psychologists for more than a century and a half (not to mention philosophy, that was interested in family problem through its existence) [2; c.57].

To determine the degree of roles distribution a selective research was conducted among young families in the Transcarpathian region.

As a result of the study, when asked " Do you share responsibilities between you and your secound half" 50% of the respondents answered that they do share domestic responsibilities, financial and organizational issues. Other 50% answered “no”, depending on the situation, they perform one or the other duties.

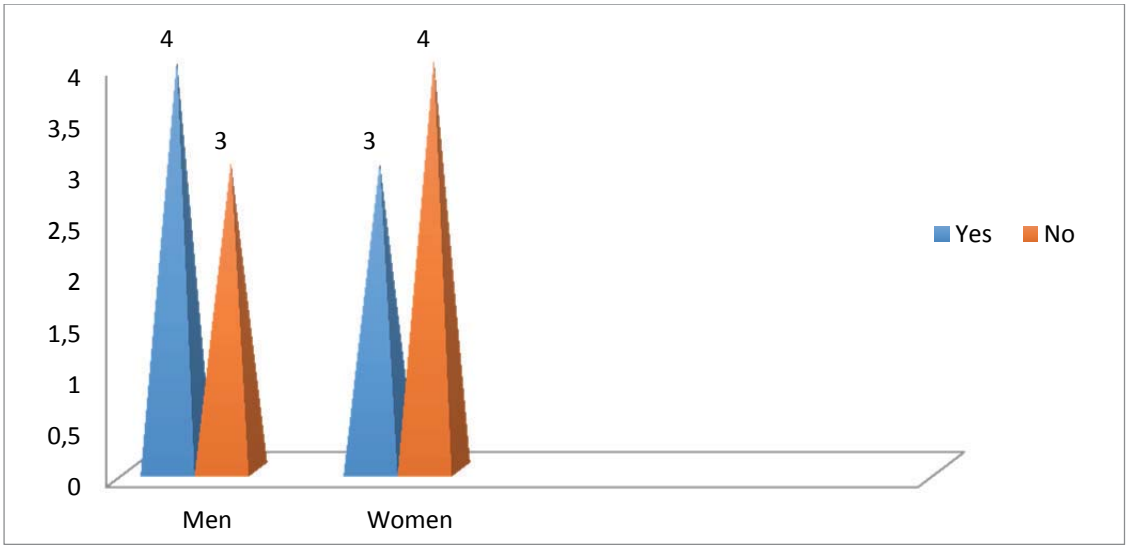



Diagram 1. Do you share responsibilities between you and your soulmate?

As we can see on Diagram 1, more men than women say yes, which suggests that men are more likely to share responsibilities in a family than women. For the child's upbringing, men do not dare to take this function exclusively on themselves. They believe that children should be taken care of either by women or women along with men.From respondents point of view with division of responsibilities, family life becomes more combined and functional. Man and woman in family life fulfill those roles, that are given to them by nature. Most women answered "no", arguing that distribution is not needed, there should be equality of responsibilities.

To the question "Does gender inequality exist in families?" 14.25% of the respondents replied that in their family life there is a humiliation of the opposite sex, namely women. According to respondents, we can conclude that women are not equal in relation to men.

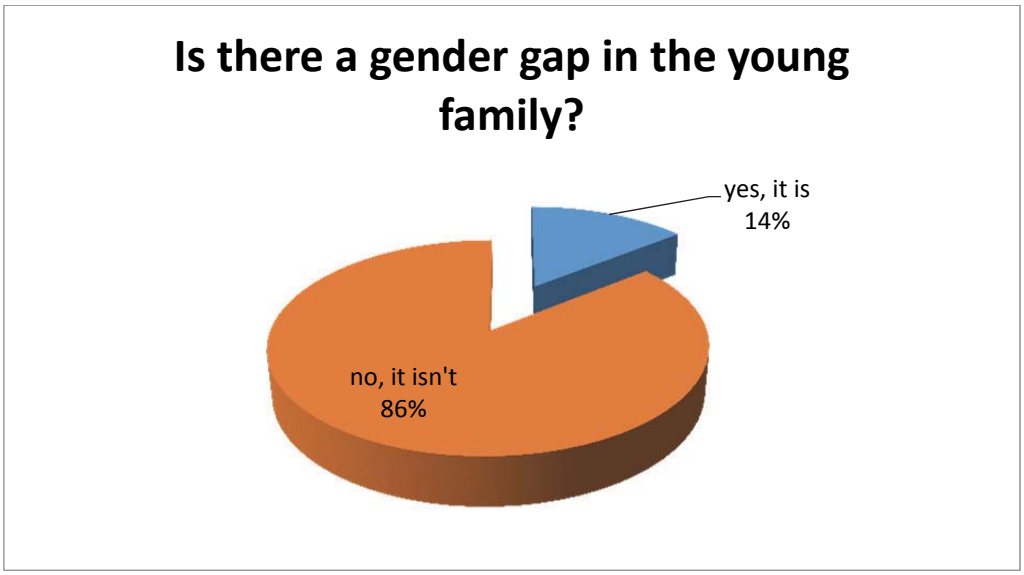



Diagram 2. Is there a gender gap in the young family?

Another percentage of respondents answered that there is no gender inequality in their family life. Relationships between the spouses are equal, they respect and value each other without showing superiority. Men are configured to equality in family leisure. Meaning that they decide for themselves on how to spend their free time (together or separately). In any case, the restriction of the right to a separate rest should not be happening to neither men nor woman. Women generally support this view.

To the question "Do you share the status-role position in family relations?", respondents views were shared equally: 50% answered «yes» and 50% answered «no». The first half considers that each spouse has a certain status in the family, that is, the head of a family, a loving husband or a wife, the role of father and mother. The other half believes that there should be equality in the family, that is, nobody has to give out more than the other, and this opinion was supported by more women than men. Based on the distribution of family responsibilities, respondents can be divided into the following types: traditional (or patriarchal), feminist, egalitarian, and situational. The traditional type assumes men domination and greater responsibility in the performance of financial security, status, management, and his wife primarily relies on the household functions and the child's upbringing; egalitarian type - equal responsibility of husband and wife in all spheres ;, situational - the domination of husband or wife depending on the situation. Distribution of roles, in which, performing the functions of material security, status, management, is dominated by a woman, can be called feminist.

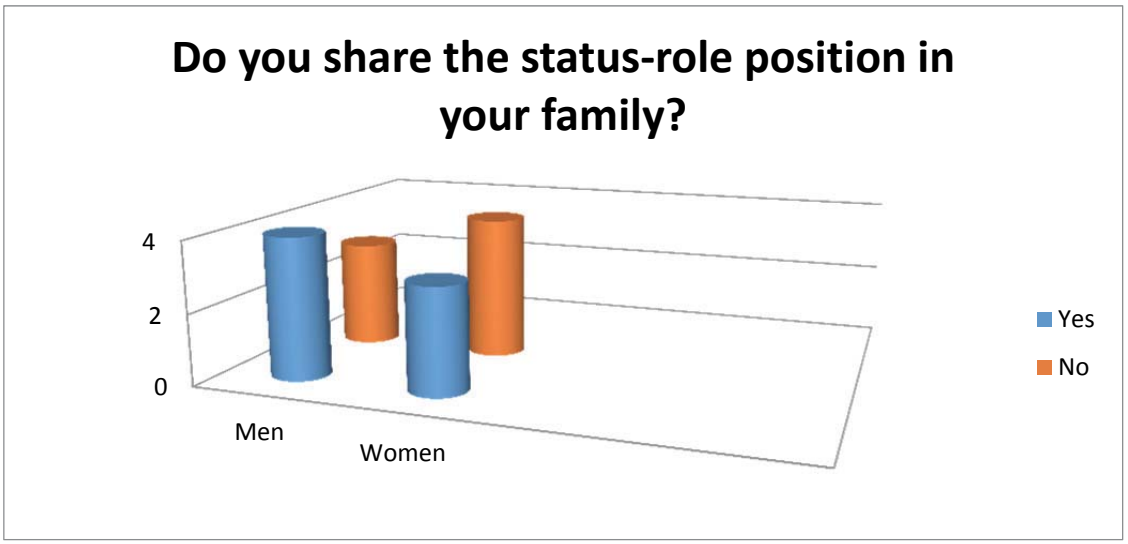



Diagram 3. Do you share the status-role position?

According to the data, respondents can be divided by type of family distribution.

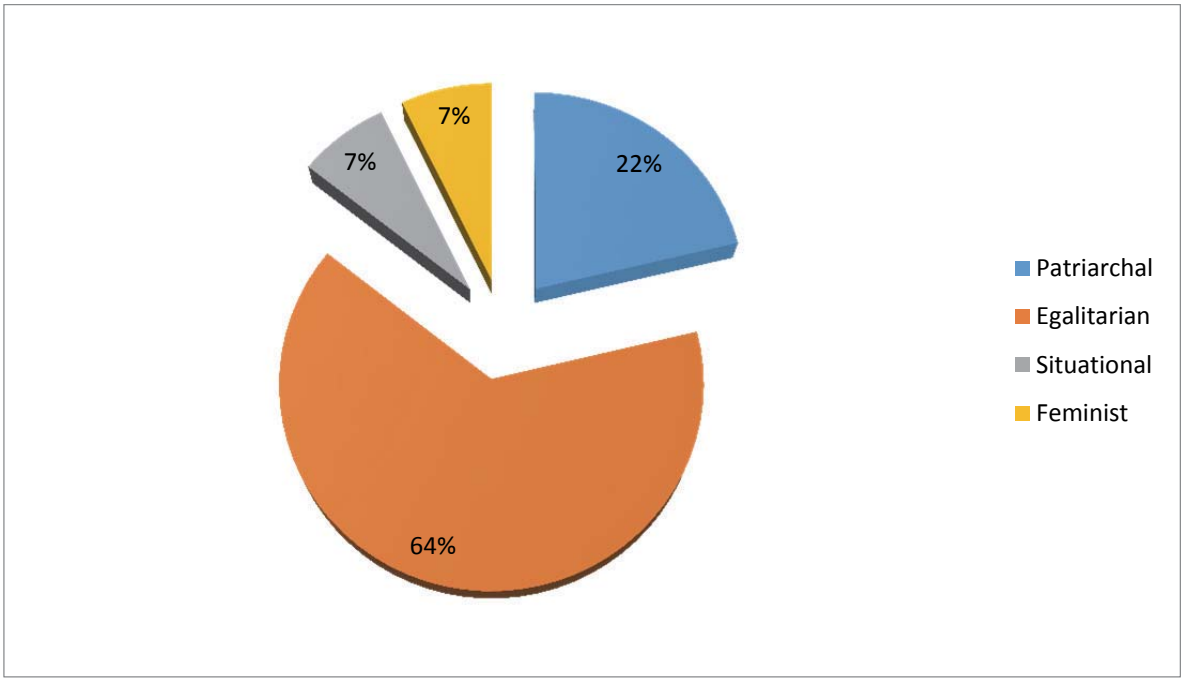



Diagram 4. Family types

To the question "Do you have conflicts on the basis of matriarchy in families?", respondents replied that 35.7% do have conflicts, mostly because of misunderstandings. From this it can be deduced that the spouses do not respond in a timely manner to the words of the partner, request to provide assistance in difficult situations, the ability to relax together, relieve tension, fatigue, and stress.

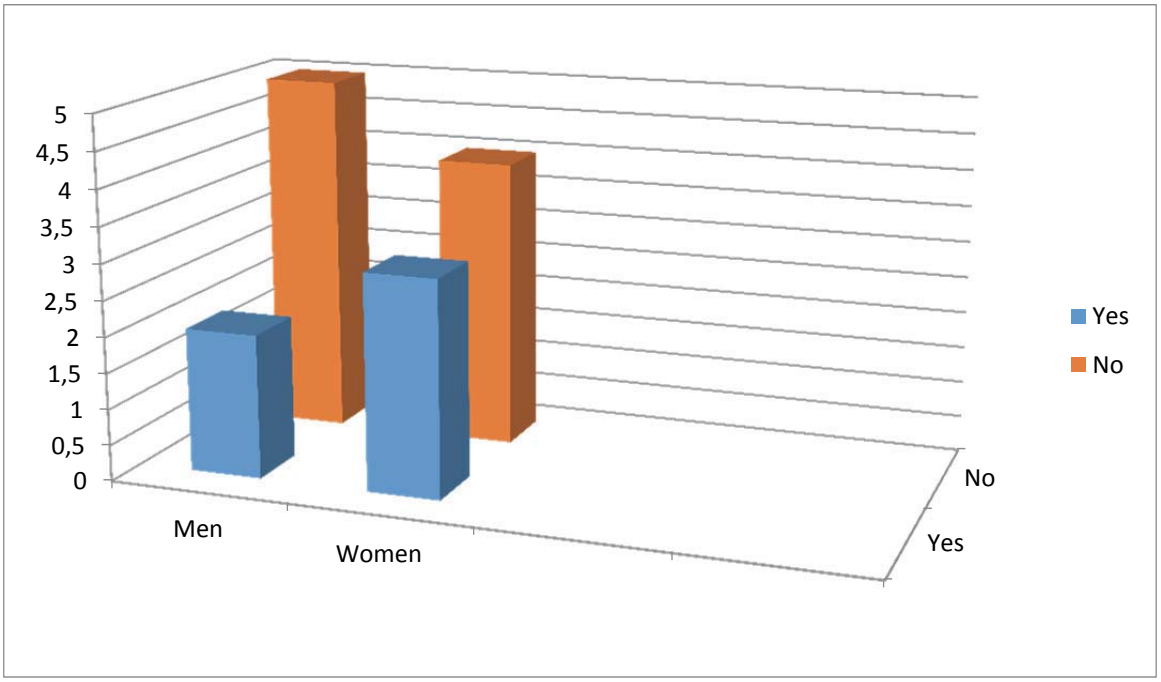



Diagram 5. Are there conflicts based on matriarchy in families?

64.3% of the respondents indicated that they did not have conflicting situations and misunderstandings in their family life.

Therefore, the research results suggest that there is a role dissonance in the studied young families in virtually all spheres of family life - everyday life, leisure, finance, and the upbringing of children. The family status of a woman, as before, is determined by the status of a housewife and a child educator. The novelty of today is that women intrude into the sphere of business activity more quickly and with greater desire than men in the sphere of housekeeping.

Despite the fact that the majority of women just like man, take responsibility for family's financial support, men are willing to share household functions with their wives, but in some situations, this is one of the factors behind the family conflicts. Thus, conflicts between spouses regarding the optimal distribution of roles may arise, first of all, in the areas of financial security of the family, professional self-fulfillment, and family decision-making. Some differences can also be observed in terms of parenting. Differences in representations about marital roles are a manifestation of differences in deeper levels, which can be described as a greater "progressiveness" of women, thier support for ideas of gender equality.

Men began to positively perceive equality in matters of organization of free time, division of work at home but it's hard for them to get used to the fact that woman works and provides for the family equally.

Currently there is a gradual shift from the traditional to the egalitarian type of relations. In the first place, it touched the sphere of leisure and distribution of power (making important decisions, family budget), buying clothes for family members and household items, helping the elderly generation.

The problem of roles division between spouses is the basis for the distribution of families into traditional and egalitarian. The peculiarity of the present stage of the formation of the family is a significant increase in egalitarian families and, accordingly, a decrease in the number of traditional ones. In traditional (patriarchal) family roles and responsibilities are distributed strictly according to the norms predicted by gender roles. The egalitarian model assumes an even distribution of the rights and responsibilities of family members. Yes, the family system is fairly open, in today's society it is easy to marry, but it is also easy to divorce. Legal, ethical, religious, socio-psychological barriers to divorce today are reduced to a minimum. The spouse has the right to freely determine the fate of the family. Freedom and responsibility of the individual for making a decision on the creation and preservation of the family has increased, the fate of the family is fully determined by the personal choices of each family member.

## Conclusion

The modern family is a product of social evolution. Time has changed, culture changed, worldview and value orientations changed. Along with them, the relationship between husband and wife, the position of a woman, the attitude of parents to children, and children to their parents changed. The family hierarchy from a strictly vertical gradually adopted a horizontal position. But, despite all the changes that have affected families in recent decades, this social institution has essentially not changed and continues to remain one of the most important institutions of society.

The family and all its main components (exogamy, affinity, love, parenthood, motherhood, sons and daughters, feelings of fraternity, etc.) arose in a culture that not only contributed to the formation of the family as a social institution but at the same time complicated the course of its development, repeatedly placed difficult challenges before her. Family, persistently overcoming obstacles, changed and transformed: something was lost, another transformed under the influence of circumstances, and something acquired.

Gender inequality - relevant, comprehensive and global problem of modern society. The world has shown support for the protection of women's rights and has taken aim to maximally align their position in society. However, in most countries, in everyday life, they are still neglecting these rules and regulations and living on principles that have been formed many centuries ago. The main causes of gender inequality in Ukraine is the gender stereotypes, as well as the inability of women to fully realize themselves and their potential. To succeed in resolving this issue, we should, first of all,

realize the importance of it, secondly, to make citizens well informed about the problem and, thirdly, to conduct thorough and purposeful measures on the changing role of women in modern Ukrainian society.

The social reorganization of modern Ukrainian society is associated with controversial processes in the spiritual sphere, is inseparable from the transformational changes of existing value systems and affects all spheres of society. In particular, these changes affect the state of marital relationships and family, the relationship between the spouses, parents and children, and thus with a new force outline the controversial position of gender in the private and public spheres. All this forces researcher to pay their attention to research gender aspects of human behavior in family life, to study the mechanisms of socialization and stereotyping, as well as to analyze the features of modern gender perceptions of spouses.

The evolution of the family is nothing more than a reaction to a challenge from society. It faces a number of problems, overcoming which is the answer to this challenge. Solving the problems, it evolves into a better state in term of the dominating culture. This transformation will continue as long as there are socio-cultural reasons for it. Lack of community requirements will mean a lack of incentives for development. At the same time there will be stagnation and the family will continue to fall apart in the future. It may be doomed to such a result: if it does not find the strength to accept the challenge of time, it will cease to improve. As you know, the civilization systems that are not updated come to collapse.

## Referenses


1. Gasyk. M. Vpliv gendernoi socializacii ns rozvitok podruznih vzayemin [The impact of gender socialization on the development of marital relationships] // Psychology and Society. – 2002. – № 1. – P. 75 – 83.
2. Genderni studii: osvitni perspektivi [Gender Studies: educational perspectives]: (navchalno-metodichni materiali). – Kiyv.: Foliant [in Ukrainian], 2003. – 80 p.
3. Govorun T.V., Kikinegdie O.M. Gendernaya Psihologiya [Gender Psychology]: Navch. posibnik. – Kiyv.: VC “Akademiya” [in Ukrainian], 2004. – 308 p.
4. Kolesnikova G.I. «Sociologiya i psihologiya simyi» [Sociology and psychology of the family], Rostov-na-Donu: Feniks [in Ukrainian], 2007 . – 345 p.
5. Onshchenko N.M., Matviyenko O. V. Teoretiko-metodologicheskiye zasadi realizaciyi principu genderniyi rivnosti v Ukraine [Theoretical and methodological principles of the implementation of the principle of gender equality in Ukraine]// Naukovi zasadi ta praktika zastosuvannya novogo Simeynogo kodeksu Ukraini [Scientific principles and practice of application of the new Family Code of Ukraine.]. Materiali «kriglogo stolu». 25 may 2006 y., Kyiv. – X.: Ksilion [in Ukrainian], 2007.
6. Furman A.V., Nadvinichna T.L. Osnovi gendernoi rivnosti [Fundamentals of Gender Equality]. – Ternipil: Ekonomichna dumka [in Ukrainian], 2006
7. Suchkova N.V. «Cholovik i ginka v cim`i: sociologichniy analiaz» [Man and woman in the family: a sociological analysis], Kazan, [in Ukrainian], 2008. – 250 p.

# THE CONCEPTUAL SCHEME OF THE FORMATION OF SOCIAL CAPACITY OF INTERNET COMMUNITIES

*Shandor Fedir*
*Doctor of Philosophical Sciences, Professor*
*Head of Department of Sociology and Social Work*
*State University «Uzhhorod National University»*
*Uzhhorod, Ukraine*

*Dmytro Afanasiev*
*Candidate of Sociological Sciences*
*Docent of Sociology and Social Work Department,*
*Uzhhorod National University, Ukraine*

**UDC 316.772.5:004.738.5**

**Abstract** The author of the article has analyzed the contemporary approaches to understanding the content of the category of «social capacity of communities». The author has emphasized that online communities are based on «tertiary relationships». The author has focused much attention on the analysis of scientific sources that consider social capacity as a characteristic of social interaction of participants of online communities. The social capacity of communities is represented as characteristic of growth and aggregate qualities and abilities that contribute to the effective social interaction of participants. The research shows that the formation of social capacity takes place in conditions of three basic resources: trust, social interaction and information-communicative competences.

**Keywords:** *social capacity, online community, trust, social interaction, information-communicative competences.*

## Introduction

Theories of social structures give us an idea of what any social formation is not sustainable and resilient to, of internal and external influences on it. In the 20th century the invention of the Internet made a noticeable impact on communities transformation. Communities are increasingly acquiring

special organizational forms – the network. Spanish expert on the sociology of information society M.Castells describes the network as an open structure that can expand indefinitely, combining new units as long as they share some codes of communication (e.g., value or purpose of the activity) [2].

F.Tönnies' concept of two-type community distribution (Gemeinschaft and Gesellschaft community) has dominated for a long time in sociology. After the shift from primary relationship (personified by families and communities) to secondary relationship (personified by associations), now it seems to have created a new dominant structure, based on so-called «tertiary relationships» or in B.Wellman' terminology «personalized communities», which are the embodiment of egocentric networks involving the privatization of sociality [7].

This individualized relationship with society is a specific form of social but not a psychological attribute. Primarily, this form of social is based on individualized relationship between capital and labour, between workers and labour process within the enterprise network.

Specific form of social is generated by patriarchy crisis and subsequent collapse of the traditional nuclear family that existed from the late 19th century. Individualized ties with society supported (but not made) new models of urbanization because the suburbs and suburban settlements sprawled in all directions, and breaking the link between the function and meaning in the districts of the city, promote individualization and disintegration of the spatial life context. New social order was maintained by the crisis of political legitimacy, because the increased distance between citizens and the state had affected the mechanisms of representation, promoting the individualism withdrawal from the public sphere. The new model of social in our society is characterized by the network individualism.

Social capacity is the aggregate of voluntary relationships between individuals, groups and/or organizations that create the ability to act positively for the sake of mutual benefit and a larger common purpose. It features trust, co-operative behaviour, inclusiveness and openness, and is driven by the sense of equity and justice [6].

The analysis of scientific sources and social practice shows that social capacity of communities are characterised by the growth and aggregate qualities and abilities that contribute to effective social interaction of participants. The starting unit, the bearer of social capacity, is the community participant that has a number of certain qualities, partly inherent in his/her personality, but largely formed as a result of interaction with various public institutions and phenomena (population strata, classes, etc.). In this context, the social capacity of community expresses the existence form and the level of the output unit of analysis.

Social capacity is a category that characterizes unrealized social opportunities and social resources. Implementing social capacity causes certain effects and various kinds of changes, not only social, but also economic, political, cultural and others. Community as a social system is a kind of collective form of joint ventures, complex mechanism, whose task is to reach the goal, to mobilize resources. Obviously, online community puts its task of finding ways and methods of effective use of scarce (rare) resources under uncertainty. Internet users are most numerous strata of creative class society, who by their mass largely determine the cultural, social and economic level of development. Internet users due to their life quality and social position belong to the majority, both as producers and consumers of relevant information. Flexibility and adaptability allows to react sensitively to any changes.

Thus, the social capacity of communities is a combination of resources that has additional advantages through the synergy effect. In this regard, increasing social capacity does not lie in the plane simply increasing intensification and deep structural component of complementarity, the possibility of better use of each component to improve social management.

Matrix system factors can provide social capacity as a system in multidimensional space depending on various parameters. Social capacity as a meta-system includes three parts: natural, cultural-historical and social. In the context of the current study the social unit and social capacity factors include the following factors: social security of communities; social focus, cultural and economic development; priorities of social management of communities; overall quality of life; the degree of infrastructure

development; relationship of solidarity in communities.

Accumulation, implementation and reproduction of social capacity in modern societies depend on the network configuration of relations between actors of their objectives, level of mutual trust, features of self-behaviour strategies, information and communication skills. However, the formation of social capacity in society can not be completely reduced to the activities of social actors. Organizational infrastructure of the network community has played an important role in this process creating the conditions for the effective communication and building of trusting relationship.

Community capacity is a necessary and sufficient condition for a community to form, continue to grow, and sustain itself in order to achieve its common goals. Community capacity is a comprehensive construct to be understood in multiple dimensions.

Community capacity has been treated as a single-dimension construct in the Internet research area, particularly regarding the sense of community and social networks. Community capacity is mostly focused on the motivation of online community participation, usage patterns, user satisfaction. Scientists have made attempts to investigate social and cultural implications of the blog phenomenon, but have not explained the dynamics in blog community development. Anecdotal cases of Internet community activism have been reported in the news media about political supporters, apartment complex residents, and consumers. However, no links have been made between such instances of community activity and community capacity [3].

The formation of social capacity occurs in the availability of three basic resources: trust, social interaction and information-communicative competence.

Trust is a basic resource that is particularly important in conditions of physical distance and anonymity of participants in the Internet communities. Trust is the integrator, which forms the social complexity of the Internet community. Resource of trust display past experience in social interactions, recreating tradition, structure and rules of relationship. Trust is the manifestation of faith compliance and implementation of the principle of equivalence sacralization consciousness. In addition, trust can be defined as instrument for adaptation to the functioning of the Internet community through intragroup and intergroup consolidation; symbolic credit, which is a prerequisite for the empowerment of social interaction.

Social interaction as part of social capacity is the activity of members of communities based on the technical possibilities of the Internet, and is based on the voluntary inclusion of a social structure. Interaction between Internet users has its own specifics. To indicate this interaction scientists use a special term – Internet communication. Internet communication is an interactive phenomenon of interpersonal interaction that is mediated by the technological possibilities of communication outside the constraints of physical space. Social interaction in the Internet involves full or partial integration of an individual in the process of communication. Each individual has a certain quantity of information and communication competencies, which affects the amount of Internet communication. There are two ways of structuring information-communicative competence of an individual – wide and narrow. Wide or complex method involves the use of all elements of social interaction that are relevant to the determination of the merits of information-communication competence. These elements operate as a part of habilitation, resource-cognitive operational units of characteristics of communicative personality. A narrow approach or operational characteristics focuses only on operational unit – unit of skills.

Both approaches to the structure of information-communicative competence of an individual have practical usage – to assess the information-communicative competence of participant, moderator or administrator of the Internet communities. However, due to simple analyses researchers often use operational approach. An integrated approach can help in particularly difficult communicative situations – to elaborate behaviour rules of social networks, blogs, forums, etc.; to select the key communicator; to solve particularly demanding applications; to apply rewards or sanctions during online interactions etc.

The formation of the social capacity of Internet communities involves the implementation of several successive steps. They are in some ways consistent with the steps of the United Nations Development Program (1965) [1] and describe the capacity building of local communities:

1. Involve participants in the formation of the social capacity of Internet communities
   An effective capacity-building process should encourage all actors to participate. If members of Internet communities with different statuses (moderator, writer, follover, etc.) are involved in the communication process and realize the ultimate goal of the community, then they will feel more responsible for the result and sustainability of the development.
2. Assessment of capacity building needs and resources
   Assessing opportunities through interactions with Internet community members allows community coordinators to see which issues require additional training, which areas should be prioritized, which ways to build capacity can be aimed at creating short-term and long-term development strategies. Formation of the capacity that is not rooted in the comprehensive study and assessment of available opportunities will become one-sided, which will not contribute to the sustainability of the results.
3. Estimation of the possible results of forming the social capacity of Internet communities
   After completing the assessment of opportunities, it is necessary to outline the possible implications of capacity building in four areas:

- Organizational mechanisms - An assessment often reveals that the community is ineffective because of bad or weak contacts between participants, poor management of resources, violations of rules of conduct within the Internet communities. In order to address the organizational mechanisms, it is necessary to standardize the use of individual capacity of the participants, covering the procedures for the entry of participants into the community, the introduction of a system of incentives, skills development, systems for assessing effectiveness, as well as ethics and values.
- Coordination - successful management and control by the community coordinators catalyze the achievement of the goals of the development of the Internet community. Strong coordination makes it easier to adapt to change, strong leaders can also influence people. Coordinators can use coaching and mentoring for new entrants to help stimulate the development of the necessary skills.
- Knowledge - they are the basis of the capacity. The main efforts of community members should be aimed at obtaining the necessary competencies that form a stable knowledge system. Community co-ordinators should contribute to this process.
- Feedback - the constant response to the requests of participants contributes to higher productivity and efficiency. Lack of feedback in communities worsens communication, leads to a decline in the community.

4. Activities to continually build the social capacity of Internet communities
   Community coordinators must continuously re-evaluate the effectiveness of the community, react to the expectations of the participants, and anticipate changes in the community's activities. It is important to develop appropriate evaluation criteria.
5. Assessment of the formation of social capacity of Internet communities

An assessment of capacity building contributes to increased accountability. Estimates should be based on performance changes in four main areas: organizational mechanisms, coordination, knowledge and feedback.

Considering the emergent properties of the social capacity of Internet communities, we highlight the main of these properties - collective action. Under the main features of collective activities are understood the distinctive features, properties that allow to determine the specifics of collective activity as a holistic and relatively independent phenomenon. These include:

1. Availability of common goals for the various participants included in the activities. Collective activity, like any form of co-operation, is caused by the need to achieve such goals that are not accessible to an individual or are only partially available.
2. Participants in collective activities, besides individual motives, should have an incentive to work together, that is, a general motivation must be formed that allows one to achieve individual goals and objectives that are significant for some groups or for society as a whole. The only goals and general motivation create the initial conditions for the formation of

separate members of some of their community (collective subject).

3. It is necessary to divide the common process of achieving a certain common goal for some components (parts), that is, on separate, but functionally related sets of actions, operations (parts of activities) and their distribution among the participants in this process. Distribution of components (parts) of joint activity in the group of participants leads to the formation of the functional structure of this group. The distribution of functions is not purely random, but is characterized by their mutual complement and determines the activity (functional) mutual dependence of participants in collective activity.
4. Combining (or combining) an individual activities, which is understood as the formation of the integrity of collective activity, leads to the development of relationships and interdependencies defined by the activities of the participants in the collective (joint) activity. Such an association generates a phenomenon of community as a special quality of activity of the group.
5. Coordinated, coordinated implementation of distributed and united individual activities of all participants in collective activities. Harmonization of individual activities involves a strict sequence of operations in accordance with a specific program that takes into account the individual activities of each participant. Harmonization usually refers to numerous performance characteristics: volumetric and qualitative, spatial and temporal, tempo and intensity, rhythm, etc.
6. The need for management - a need inherent in collective activities. It is the latter that inevitably generates administrative activity, the most characteristic feature of which is the direct focus on the participants in the joint activity, and through them - indirect influence on the subject of collaborative work.
7. The presence of a single final result, common to the participants in the joint activity, involves the achievement of its (so-called aggregate product), in a shorter time and more efficiently or qualitatively. The correlation of a single final result with the general objectives of the joint activity can determine its purposefulness, with its overall costs - its effectiveness, with individual costs and outcomes - the individual contributions of the participants in the joint activity.
8. The only spatial-temporal functioning of the participants is one of the most elementary but necessary conditions for the implementation of joint activities [4].

Another problem in initiating collective actions is related to the organization. M. Olson, one of the authors of the traditional theory, introduced the term "latent group" to refer to those communities with common interests in the collective blessing that did not build an organizational structure for solving communication and coordination tasks. In his view, only a formalized organization can cope with the cost of solving these problems. In the case of group action based on group interest, the formalized organization corresponds to the Weber type, with a vertically integrated structure, with decision-making above, with clearly differentiated roles, and installation in support of institutional order. In the case of public movements, the organization may be less formal, but with leadership structures, with centres where resources are accumulated and decisions are made [5, p.28].

With the development of technology, the evolution of the theory of collective action took place. The use of e-mails, chats, networks, PCs, mobile phones in collective actions many times reduced the cost of communication and coordination, and also freed from the need to build a formal structure. The problem of free riding also ceased to be acute. In a situation where socially useful information is posted on the Internet when discussions are held on forums, participants contribute to the process of interaction, not to achieve the goal. Thus, the two key principles of the traditional theory of collective action were non-universal.

The development of technologies has led to saturation of the human environment with information and communications. In this regard, community (communality) is now formed on the basis of information resources that are stored and used within this community. The public good in the form of information depends on how many participants have decided to contribute, so the problem of free riding is a key threat to the realization of this good. Building a community requires a wide network of participants who are familiar with each other, whose actions

should be coordinated, especially at an early stage in the development of databases.

However, some types of collective action do not fall under these characteristics. Modern technologies significantly reduce the number of requirements for building communities and create secondary community (second-order communality). Participants can contribute to increasing the information resource, not knowing about other participants and not knowing about the consequences of its actions as a public information resource with public access to it. An example of a secondary community is the placement of information on a website, forum, etc. Communities of network friends are formed on the basis of common interests. Secondary communities, unlike communal information good, do not require organization costs, although there, and there, collective action depends on an individual contribution. Members of international non-governmental organizations make extensive use of such benefits.

Due to the fact that the first contribution of the participants is almost costly from them and is not perceived as a contribution, even the least interested members of the community can participate in the collective action. Thus, the creation of secondary goods, such as publicly accessible databases, on-line archives that can subsequently be used to organize collective action, can not be explained by the theoretical construct of free riding. Instead of the problem of non-participation, the problem of maintaining personal information security comes to the fore. Filling in the network space with anonymous messages makes the actual problem of trust.

With regard to the organizational aspect, the new forms of collective action are a combination of formal and informal, flexible structures. But the traditional theory is undoubtedly correct in that it emphasizes the importance of information, communication and coordination in collective action.

Any collective action implies crossing the boundary between the private and public spheres of two or more people for the sake of the public good. Collective actions lie in the public sphere. In the context of clearly delineated boundaries between private and public transition from one sphere to another, it entails certain costs, which causes each participant to wonder if he is ready to bear costs in order to achieve the public good. In such cases, a traditional theory dealing with problems of non-participation and building a formal organization works. When the boundary between private and public is easy to cross, participants do not need to take a particular initiative and count on the necessary expenses. The intersection of the border may be unconscious and represent a long process of movement in the direction of one or the other.

The social capacity of the Internet community is not a mere sum of personal social capacity. In this case, it is advisable to speak of the evolutionary properties of the social capacity, that is, those properties that characterize all social formation, and not its separate components. Emergency properties include a certain amount of resources of individuals and the number of links between members of the Internet community, the duration and nature of online interactions, quantitative and qualitative characteristics of the collective action of participants.

The formation of Internet communities is a staged process (in the dissertation work justifies the selection of five stages), influenced not only by the direct activity of social actors, their information and communication competences, but also the organizational infrastructure of one or another network community. An important aspect in understanding the formation of social capacity of Internet communities is the indicator of trust. Absolute distrust is capable of blocking the process of forming communities at an early stage and is evidence of the absence of the formation of the collective "We" as such.

## References


1. *Capacity Building* The UNDP Approach URL: http://www.gdrc.org/uem/undp-cb.html
2. Castells M. (2001). *The Internet Galaxy: Reflections on the Internet, Business, and Society.* NY, USA: Oxford University Press.
3. Goggin G, McLelland M. (2009). *Internationalizing Internet Studies: Beyond Anglophone Paradigms*. New York. Routledge.
4. Kazarinova D. (2011). *Teoriya kollektivnych deystviy: Politicheskiye implikacyy* (Vol. 3, Politology). Moscow: Vestnyk RUDN.
5. Olson M. (1965). *The Logic of Collective Action*. Harvard University Press.
6. Smith S.S., Kulynych J. (2002*). It may be social but why is it capital? The social construction of social capital and the politics of language* // Politics & Society. (Vol.30(1)).
7. Wellman B., Garton L., Haythornthwaite C. (1997). *Studying Online Social Networks* // Journal of computer mediated communication. – Vol.3. – №1. – URL: http://jcmc.indiana.edu/vol3/issue1/garton.html.

# NEW TRENDS IN SOCIOLOGY: TOURIST-RECREATIONAL SUB-CULTURE

***Ruslan Zhylenko***
*Candidate of Historical Sciences, Ph.D., Associate Professor*
*Department of Sociology and Social Work*
*State University «Uzhhorod National University»*
*Uzhhorod, Ukraine*

***Olena Bartosh***
*Candidate of Pedagogical Sciences, Ph.D., Associate Professor*
*Department of Sociology and Social Work*
*State University «Uzhhorod National University»*
*Uzhhorod, Ukraine*

**UDK 338.482:316(075.8)**

**Abstract.** Tourism, as a production institute, recognises the needs of a large part of the population in tourist goods and services, as well as in social groups involved in the production process – meeting the needs for work and earnings, having different social statuses and corresponding social roles: workers and employers, managers, entrepreneurs, middle-level employees, specialists. Tourism, as an institution of production, uses material and spiritual resources to meet the vital needs of people in the objects of consumption, recreation, means of production. The purpose of the article is a detailed analysis of the main features of the tourism culture. To achieve the purpose set the follwing tasks following tasks have been defined: to clarify the content and essence of the concept of «tourist subculture»; to distinguish and characterise the functions of tourism culture. The following theoretical methods of research have been used: analysis and synthesis, generalisation of scientific literature, information sources on the problem under consideration, scientific interpretation of concrete facts. The following functions of the tourism culture have been defined: protective, creative, signum, normative, communicative, relaxation.

**Keywords***: functions of tourist culture; tourist market; tourist goods; tourist-recreational subculture.*

## Introduction

The rapid increase in the number of full-time sociologists, together with the qualitative growth of publications on sociology have allowed the content of the discipline to expand rapidly.

In modern sociology and social work, the classification based on defining of five main spheres of social activity of the societal level is widely used. These are the speheres: family, economy, politics, education, and social institutions, which perform the functions of social relations organising in these spheres. Their purpose is to satisfy the most important (fundamental) life needs of a society. The needs are classified into:

- needs for reproduction of people – institution of family and marriage;
- needs for livelihoods – economic institutions, production;
- need for security and social order – political institutions, the state;
- needs for solving of spiritual problems, developing and transferring of new knowledge, socialising of the younger generation – spiritual institutions in the broad sense, including science and culture.

**The purpose of the article** is a detailed analysis of the main features of the tourism culture. To achieve the purpose set the follwing tasks following tasks have been defined: to clarify the content and essence of the concept of «tourist subculture»; to distinguish and characterise the functions of tourism culture. The following theoretical methods of research have been used: analysis and synthesis, generalisation of scientific literature, information sources on the problem under consideration, scientific interpretation of concrete facts.

**Presentation of the main material and research results.**

There are three levels of hierarchy in the tourist-recreational subculture – «teapots», «simply tourists», and experienced members of the group who go on the highest complexity routs. In this case, the status differences are pronounced only between the first two stages, and only between them the transition is marked by a special ritual.

In general, between tourists, it is extremely rare to find relations of domination and subordination, cases of humiliation, mockery over the lowest rank. For the most part, the reason is sought in:

a) a community of social origin, since tourism is the sport of intellectuals;
b) voluntarily staying in a tour;
c) good relations within the group as the precondition for survival of the group on the route.

The ironic nicknames here are not disdainfully offensive as described in the sociological theory of sticking the label, but rather act as a form of psychological marker. The freshmen tourists are called «the mattresses» because they are not accustomed to situations with no home comfort. And are also called «the kettles» because they bend during the first difficulty or because they take kettles with them on thy route (due to ignorance). «The kettles» in tourist folklore bear the anecdotal character. They are characterised by naivety, inability to collect a backpack, by ignorance of things needed / not needed on the route, by easy subjectedness to the drawing of more experienced tourists.

The structure of the tourist subculture should include:

a) articles components (tourist clothing, tourist belongings, including a backpack, a tent, a boat, a bonfire, etc.);
b) verbal genres (stories, tales, anecdotes);
c) a ritual-behavioural component, for example, a rite of dedication to tourists, superstition.

Mythological prose of tourists includes three main genres – epics, beliefs and myths (stories about the origin of supernatural beings). The subcultural writing includes: diaries of routs, maps, routes schemes, lyrics, songs, joke letters, lunches, hymns, parodt «documents», emblems, homemade medals, orders, crossword puzzles, invitations, literary works, which are usually devoted to any events in the life of the group, etc. They also include inscriptions on various subjects of everyday life (knives, spoons, tents – that is, graffiti). Some of these documents function independently, others are combine into a single genre – an album.

Thus, the tourist subculture includes verbal and written forms of folklore, ritual traditions, mythological representations, song creativity, a system of values and cultural representations, including a special code of honour and rules of conduct being in nature, its genre

of folklore. The medium of folk lifestyle is the primary contract group (tourist group) and the primary formal organisation (tourist club), which combines several such groups. At the same time, people of different professions, hobbies, age, social status, nationality may belong to one tourist group. Subculture appears here as a common language, a universal cultural code that unites a large number of groups into a single movement, which is over the professional and status barriers.

The tourist culture performs the following functions:

– *protective function* – within the time period of travel and geographic space – the territory of the tourist route. After all, the availability of modern tourist equipment, means for travelling, protective tourism clothing and medicines significantly increase the safety of tourists during the journey [1].

– *creative function* – the desire to know the still unknown countries, territories, flora and fauna, the organization of life in different societies, among other peoples and ethnic groups. Thanks to this function the enrichment of cultures of different continents, the cultural interaction between the East and the West is strengthened. According to the definition of contemporary culturologists, mankind has been divided into two worlds: the West has succeeded in mastering the outside nature and material comfort; the East has succeeded in mastering the intrinsic nature and spiritual comfort. They are complementary. The lack of material comfort in the East is compensated by the perfection of the spiritual, the absence of one component is compensated by the presence of another. In the West – all is different. But nowadays the East has overtaken the West with regard to technological progress, and the West has been successful in mastering the Eastern culture of spiritual contemplation. A significant role in this enrichment is played by tourism through the implementation of the creative function of tourism culture [2].

– *signum function* (from the English word «sign») – the function of attributing values and meanings. What is not involved in the cultural use of mankind has meaning and value. Every natural phenomenon, one after another, for hundreds of thousands of years, was attracted to a cultural turn, received the name. So, expanding the sphere of cultural development of the world, a person simultaneously expands the area of the objects to be marked. As a result, the scope of culture and the scope of objects, which have acquired values and meanings, always coincide. Having captured a network of values in a certain area of nature, a person constantly renames, redefines, overestimates something inside this area. The same objects in different nations and in different historical epochs receive different values and meanings. As a result, we can meet such old-timers of cultural oikumen, who have accumulated dozens, if not hundreds, of values. Taken together, they constitute what can be called a cultural or historical biography of things. Thanks to the signitic function of culture, a meaningful representation of the world appears in the form of a meaningful representation of the world, in which the concrete form of expression is expressed in the form of a philosophical system, a poetic poem, a myth, a scientific theory. Tourist culture realises its signum function by expanding the scope and geography of objects that are affected by traveling, attracting foreign language terms and concepts to their designation, studying the biographies of these subjects in myths, folklore, artistic works and scientific theories [2].

– *normative function* – the regulation of behaviour, both soft and rigid, which derives from the normative function, inevitably limits the freedom of action of man. Norms, and there are many of them in the surrounding life, give advice on every detail: it is possible, and it is impossible. In an effort to fulfill our duties, we definitely suppress something in ourselves. And all suppression is associated with dissatisfaction, tension, conflict. There are even special theories according to which culture is necessarily something repressive, violent. However, one should not fall into the extreme, reducing the culture to suppression and displacement. But it is quite obvious that the observance of cultural norms, often contrary to their desire and caprice, is not easy thing for the psyche. Any tension requires compensation, and only relaxation can help with this – rest, idleness, change of occupation, leisure. And here comes the help of culture. Leisure in modern society is unthinkable without communication with music, theater, painting, cinema, entertainment. Sophisticated Japanese love to contemplate nature, especially when sakura is blooming. Normative function of tourism

culture is realised in two main directions. One of them is an external one, that manifests itself in acquaintance and observance of the basic requirements for behaviour, norms of morality, adherence to traditions and customs of peoples and communities of those countries, which is the route of a tourist trip. Another direction is internal, which manifests itself in acquaintance and assimilation of certain customs, traditions, rituals of the tourist group's life. For the freshmen there is a process of socialisation – the inclusion of a new member into the group, the development of subcultural values and norms, the acquisition of the necessary tourist skills. At this time, beginners are tasked with the dirtiest work: to clean the boilers, to bring water, to cut firewood, to set the fire. «The kettles» are intimidated by terrible tales from the field of tourist demonology. All sorts of fun have the purpose of knocking out of the newcomer from the usual urban environment, of showing the failure of those stereotypes of communication that he/she uses in communicating outside the group in order to bring into the world other relationships, other ways of communication, which are acustomed in the tourist environment [2]. It should be noted that the normalisation of tourism culture in the first direction bears international character and in various content variants appears both in the post-Soviet tourist area and abroad. At the same time, when in the second direction the implementation of the normative function takes place mainly in the countries of the former Soviet Union [3].

– *communicative function* – includes the transmission of information in any form: oral and written communication, communication of people, groups, peoples, the use of technical means of communication, etc. Without communication with ourselves, neither society nor culture is possible. Information isolation from culture causes irreparable harm to human beings, especially at an early stage of socialisation. Humanity has invented many kinds and ways of communication. This is spoken and written language, artificial languages such as Morse's alphabet, computer programming languages, as well as technical communications: radio, telegraph, television. Artificial human assistants essentially surpass the natural [2]. The communicative function of tourist culture is manifested, first of all, in the expansion of the communicative network to provide a link between tourists with a place of residence, and the corresponding investments in international communication from the profits from tourism [5]. Secondly, due to the implementation of this function, environment, needs and necessity of interpersonal communication of tourists grows during travelling. Thus, the effect of the dysfunction of culture, which is mentioned above, is mitigated. Becoming a tourist, a person enters not only the new social and landscape environment, but also the special communicative system. It is formed through periodic contacts between tourists both inside and between groups, usually from different cities: on stations, in tourist clubs, etc.

– *relaxation function* – promoting physical and mental relaxation, relaxation through entertainment, holidays, festivals, rituals, games. Tourism is considered to be the source of relaxation and recreation. Indeed, tourism provides many unique opportunities for the implementation of the relaxation function of tourist culture, which is carried out through ritual traditions, mythological creativity, songwriting and festivals. Significant relaxation load contains the ritual of dedication into tourists. It contains elements related to the delivery of standards, verification of knowledge on particular disciplines, that is, passing a test or exam in a parody form, bringing the ritual to the game. Its script varies by region and historical periods, often of an improvised nature. Moreover, in the same club or group over time the ritual changes, new elements appear. The ritual even in the same group practically does not repeat itself. Typically, dedication to tourists takes place on the route, at the beginning, at the end of the route, during the retirement, after overcoming the obstacle. The usual time to dedicate is night. Tent can serve as the place, as well as the cave or grave of the deceased tourist. Tourists can leave own things or burn them, drown old things at the end of the route, like a victim giving to a mountains, or to a river. The dedication can turn into a deployed performance, for example, the trembling from fear freshmen enter in a darkness the water tower, where inside there are burning candles and all of it is hung with with backpacks. The devotees climb up the rush ladder to the very top, accompanied by obscure tourist songs. On the roof the freshmen are tied with a rope and lowered from the outside of the tower, slightly swinging. Important is the rite of changing

clothes. Experienced tourists can act as a mythological character: the dead in the grave, or Neptune, etc. Frequently ritual beating, watering, kissing of symbolic objects, oath are used [4].

Thus, the functions of tourism culture interact in an inseparable unity, which can be traced in any phenomenon of tourist culture – rites, myths, songs, rituals, tourist traditions, and so on.

## Conclusions

Tourism, as a production institute, recognises the needs of a large part of the population in tourist goods and services, as well as in social groups involved in the production process – meeting the needs for work and earnings, having different social statuses and corresponding social roles: workers and employers, managers, entrepreneurs, middle-level employees, specialists. Tourism, as an institution of production, uses material and spiritual resources to meet the vital needs of people in the objects of consumption, recreation, means of production.

1. Tourism has all essential features of a social institution: the purpose of the activity aimed at meeting the recreational and cultural needs of a large social community – tourists, a number of functions for achieving this goal, means and institutions (both material and symbolic, ideal), legitimacy in society, traditions, values, and sanctions.

2. By classification, tourism has the status of secondary social institution belonging to two main institutions: culture and economics.

3. The methodological basis for the study of such a «hybrid» institute is the activity approach and the category «production», an understanding of tourism activity as material and spiritual production – «the production of the man oneself», which in the Institute of Tourism is realised through the production of values of tourism culture, the establishment of tourist customs, traditions, rituals, the dissemination of tourist song and mythology. At the same time, material production in tourism is carried out through the manufacture of tourist goods and the development of tourist products, their representation and sales on the tourist market, and consumption.

4. As a cultural and economic social institute the tourism, in a role of economic elements, has the signs of the institute of production, the institute of property, the institute of the market and the institute of consumption in relation to tourist goods and services. It also implements all the main functions of the Institute of Culture in the context of tourism culture: protective, creative, signum, normative, communicative, and relaxation functions.

## References


1. Lukashevych, M.P., Moshak, S.M., & Shandor, F.F. (2015). *Sotsiolohiya turyzmu* [*Sociology of Tourism*]. Kyiv: Znannya. [in Ukrainian].
2. Lukashevych, M.P., & Shandor, F.F. (2015). *Sotsiolohiya masovoyi komunikatsiyi* [*Sociology of Mass Communication*]. Kyiv: Znannya. [in Ukrainian].
3. Miklovda, V.P., Shandor, F.F., Kubiniy, N.Yu., ... & Moshak, V.V. (2014). *Stratehichnyy potentsial ekonomichnoyi systemy: innovatsiyni ta instytutsional'ni mekhanizmy yoho aktyvizatsiyi* [*Strategic potential of the economic system: innovative and institutional mechanisms for its activation*]. Uzhhorod: B.V. [in Ukrainian].
4. Shandor, F.F. (2015). Balneolohichnyy turyzm. Turystychnyy marshrut «Mineralni vody Zakarpattya» (Uzhhorod-Ploske-Polyana-Holubyne-Svalyava-Nelipyno-Shayan-Drahovo-Soymy-Kelechyn) [Balneological tourism. Tourist route «Mineral waters of Transcarpathia» (Uzhhorod-Ploske-Polyana-Holubine-Svalyava-Nelipino-Shabyan-Dragovo-Soi-Kelechin)]. *Scientific Bulletin of Uzhhorod University. Series: Economics, 1(*45), Part 3, 152-156 [in Ukrainian]
5. Shandor, F.F. (2014, April). Ideyi, yaki staly realiyamy: novi turystychni produkty Zakarpattya [Ideas that became realities: new tourist products of Transcarpathia]. *Proceeding of the International scientific conference «Modern issues of tourism and recreation industry development»*. Presov. [in Ukrainian].

# Authors


Afanasiev Dmytro — Candidate of Sociological Sciences, Docent of Sociology and Social Work Department, Uzhhorod National University, Ukraine
e-mail: dmytro.afanasiev@uzhnu.edu.ua

Babak Serhii — Master of Department of Psychology, State institution of higher education, «Uzhhorod National University», Ukraine
e-mail: sergii.babak@gmail.com

Bartosh Olena — Candidate of Pedagogical Sciences, Ph.D., Associate Professor, Department of Sociology and Social Work State University «Uzhhorod National University», Uzhhorod, Ukraine
e-mail: olena.bartosh@uyhnu.edu.ua

Borshch Kostyantin — PhD in Sociology, Associated Proffesor, Uzhhorod National University
e-mail: k.borsch@uzhnu.edu.ua

Brukhovetska Oleksandra — PhD, Prof., Dept. of psychology and personal development, Institute of Psychology and Management at University of Education Management, Kyiv (Ukraine)
e-mail: ciparisab011@gmail.com

Brunová Markéta — Doctor of Law, Philosophiae doctor, University of Finance and Administration Prague
e-mail: marketa.brunova@mail.vsfs.cz

Butko Yulia — Donbass State, Pedagogical University, Senior Lecturer of the Department of philosophy, socio-political and legal sciences, Sloviansk, Ukraine
e-mail: 777infinity@i.ua

Fedir Shandor — Doctor of Philosophical Sciences, Professor, Head of Department of Sociology and Social Work, State University «Uzhhorod National University», Uzhhorod, Ukraine
e-mail: af.shandor@gmail.com

Guliyeva Khatira — Doctor of Philosophy, Associate Professor; Head of Multiculturalism and the Philosophy of Tolerance Department, Institute ofPhilosophy of ANAS
e-mail: multikult@mail.ru

Chernega Natalia — Post-graduate student of Psychology Department, Kyiv National University of Trade and Economics, Kyiv
e-mail: natasha.chernega1990@gmail.com

Ivlieva Svitlana — Assistant of the faculty, Odessa National University of I.I. Mechnikova (Dvoryanskaya 2) (Institute of International Education, Mayakovskogo 7). Chair of linguistic and humanitarian training for foreigners. Odessa, Ukraine
e-mail: svietlanaivlieva@gmail.com

| | |
|---|---|
| Ivanulova Oxana | Associate Professor, Ph. D. in Economics, Associate Professor of the Department of Economics, Entrepreneurship and Management, Educational and Scientific Institute of Management and Psychology, State Higher Educational Institution "University of Educational Management" of National Academy of Educational Sciences of Ukraine, Kyiv (Ukraine)<br>e-mail: oksi_iv@i.ua |
| Korolchuk Valentina | Doctor of Psychology, Professor, Professor of Psychology Department, Kyiv National University of Trade and Eonomics<br>e-mail: podlodca@ukr.net |
| Kovtun Oksana | Associate Professor, Ph. D. in Public Administration, Old Polish University (Staropolska Szkoła Wyższa), Kielce (The Republic of Poland)<br>e-mail: kovtun.oa71@gmail.com |
| Kylyvnyk Victoria | researcher, Department of Theory and History of Pedagogy of the National Pedagogical University. M. P. Drahomanov, Kiev, Ukraine<br>e-mail: ms.kilivnik@mail.ru |
| Moskaljova Alla | PhD, docent, professor of Psychology department in Management, University of Education Management, Kiev, Ukraine<br>e-mail:moskalla@ukr.net |
| Mozgovoy Leonid | Donbass State, Pedagogical University Phd in philosophy Professor, the director of the department of philosophy, socio-political and legal sciences, Sloviansk, Ukraine<br>e-mail: Philosophy.kafedra@ukr.net |
| Mykhaylyshyn Ihor | Ph.D in Law, Associate Professor at the Faculty of Law, Uzhhorod National University<br>e-mail: myb69@ukr.net |
| Mykhaylyshyn Ulyana | Doctor of Psychological Sciences, Associate Professor, Head of Psychology Department, State University «Uzhhorod National University» Ukraine<br>e-mail: myb69@ukr.net |
| Mykytiuk Mykola | PhD in Law, Associate Professor, Head of Department of State Guard Activity and Security Organization, Institute of the Department of State Guard of Ukraine of Taras Shevchenko National University of Kyiv<br>e-mail: mmavinnicia@ukr.net |
| Porada Viktor | Professor, Doctor of Law,<br>University of Finance and Administration Prague<br>e-mail: viktor.porada@mail.vsfs.cz |
| Puchkov Ihor | Candidate of Pedagogical Sciences, Associate Professor of the Department of Natural and Mathematical Sciences, SHEE „Donbas |

State Pedagogical University" 19, H. Batiuk str., Sloviansk, Donetsk region, Ukraine
e-mail: yyyy1973@ukr.net

Romankova Liliya — Candidate of Psychology, associate professor, Head of the Student Mentoring Department, Vasyl Stefanyk Precarpathian National University Ivano-Frankivsk, Ukraine
e-mail: liliaromankova@gmail.com

Oberuč Jaroslav — CSc., Prof. PhDr., MBA, LL.M, Professor of education in Dubnica Institute of Technology in Dubnica nad Váhom, Slovak Republic
e-mail: oberuc@centrum.sk

Sariienko Volodymyr — Candidate of Pedagogical Sciences, Associate Professor of the Department of Natural and Mathematical Sciences SHEE „Donbas State Pedagogical University" 19, H. Batiuk str., Sloviansk, Donetsk region, Ukraine
e-mail: vsar@ukr.net

Schmidzen Iryna — Assistant of the Department of Psychology, State University «Uzhhorod National University», Ukraine
e-mail: shmidzeniryna@gmail.com

Sholokh Olena — lecturer of Educational and Scientific Institute of History, Ethnology and Law named after A. M. Lazarevsky of National University „Chernihiv Collegium" named after T. G. Shevchenko
e-mail: timoshko49@gmail.com

Smutchak Zinaida — Candidate of Economic Sciences, Associate Professor, Department of management, economics, law and tourism,Flight Academy of National Aviation University, Kropyvnytskiy (Kirovograd), Ukraine
e-mail: zinulechka@ukr.net

Svoboda Ivo — Doc. JUDr. et PhDr., Ph.D., University of Defence, Faculty of Economics and Management, Department of Human Resources, Kounicova 65, 612 00 Brno, Czech Republic.
e-mail: ivo.svoboda@unob.cz

Tatsiienko Valerii — Ph. D. in Law, Doctoral student at the National Academy of Internal Affairs, 1 Solomjanska Square, 03035, Kyiv, Ukraine
e-mail: 4485a@ukr.net

Trachuk Petro — PhD(in Laws) Associate professor of the Department of Administrative, Financial and Information law, State University "Uzhhorod National University", Ukraine
e-mail: trachuk.p@gmail.com

Tsvietkova Hanna — Doctor of Pedagogics, Associate Professor, Head of The Department for Pedagogy and Psychology of Pre-School Education and Children`s Creativity, National Pedagogical Dragomanov University, Ukraine
e-mail: tsvetkova1271@gmail.com

| | |
|---|---|
| Turkot Mykola | Head of the training department and further training of military prosecutors of the National Prosecution Academy of Ukraine, candidate of legal sciences, associate professor<br>e-mail: nikturkot@gmail.com |
| Vyshnevska Hanna | PhD student, University of Education Management<br>Institute of Management and Psychology<br>e-mail: ozdoba@i.ua |
| Yukhymenko Inna | Assistant of Department of Psychology, State institution of higher education, «Uzhhorod National University», Ukraine<br>e-mail: dubenko_inna@mail.ru |
| Zaťko Jozef | Dr.h.c. mult. JUDr., MBA, Honor. Prof. mult., ICOCRIM Slovak Bureau, President EEDA – Eastern European Development Agency, Director<br>e-mail: zatko.eeda@eeda.sk |
| Zhylenko Ruslan | Candidate of Historical Sciences, Ph.D., Associate Professor<br>Department of Sociology and Social Work, State University «Uzhhorod National University», Uzhhorod, Ukraine<br>e-mail: ruslan.zhylenko@uzhnu.edu.ua |

PENZIÓN TERMÁL

**Penzión TERMÁL** sa nachádza v katastri obce **Podhájska**, ktorá sa dostáva do povedomia našich a zahraničných turistov vďaka geotermálnemu prameňu silne mineralizovanej vody v hĺbke 1900 m ( voda má pri ústí teplotu 80° C a výdatnosť 50 litrov za sekundu ), okolo ktorého sa na 12 ha rozprestiera areál termálneho kúpaliska. Voda z geotermálneho prameňa má blahodárne účinky na celý organizmus. Podrobné štúdie preukázali, že má hlbšie a trvalejšie regeneračné efekty ako voda z Mŕtveho mora. Účinky tejto termálnej vody využíva k regenerácii celá rada športovcov z rôznych športových odvetví, a preto Vás do mikroregiónu TERMÁL pozývame.

Penzión TERMÁL Podhájska

941 48, Podhájska Za humnami 508/28 časť Belek

Slovenská republika

Mobil:

+421 905 369 138 - rezervácia

+421 905 450 765

E-mail: **penzion.termal.podhajska@gmail.com**

**www.termal-podhajska.sk**

# Obec Podhájska

sa nachádza na južných výbežkoch Pohronskej pahorkatiny v nadmorskej výške 170 metrov nad morom. Najvyššia nadmorská výška je 288 m n.m a najnižšia je 161 m n.m. Patrí do Novozámockého okresu a do Nitrianskeho kraja. Leží na železničnej trati medzi Levicami a Šuranmi. Susedí s obcami Trávnica, Radava, Pozba, Veľké Lovce.

Obľúbené termálne kúpalisko v Podhájskej, poskytuje návštevníkom možnosť oddychu a rekreácie tak v letnom ako i v zimnom období.

Je malým slovenským morom, ktoré Vám poskytuje svoje služby a možnosť rekreácie počas celého roka. **Termálna voda**, pri ústi vrtu s teplotou 83 °C, je slaná a pôsobí priam zázračne na ochorenia: reumatizmus, dna, bolesti chrbtice, kĺbové ochorenia, cievne ochorenia, ekzémové ochorenia, prieduškové ochorenia a ochorenia dýchacích ciest. Obsahuje sírany, lítium, jodidy, bromidy, zlúčeniny vápnika. Blahodarne pôsobí aj na doliečenie zlomenín, zmierňuje bolesti a stimuluje štítnu žľazu.

Návštevníkov kúpaliska tvoria nielen Slováci, ale aj turisti z Čiech, Poľska, Maďarska, Rakúska a iných krajín.

V **letnej sezóne**, ktorá začína prevažne od mája a končí niekedy až v októbri, je v areáli kúpaliska pre návštevníkov k dispozícii **10 bazénov** s teplotou vody 18 °C  až 40 °C, kde patria plavecké bazény, dva veľké bazény, jeden sedací bazén, jeden detský bazén a toboganový bazén. V sedacích bazénoch je teplota vody 33 °C, v zime minimálne 36 °C. Rekreačná zóna termálneho kúpaliska poskytuje oddych a relaxáciu návštevníkom na ploche 12 hektárov, kde sa okrem bazénov nachádza aj **športový areál** (volejbalové ihrisko, plážový volejbal a pod.), prírodné oddychové miesta s bujnou vegetáciou na slnenie, športoviská, výtvory sochárov, ktoré sa realizovali priamo v areáli kúpaliska za mimoriadneho záujmu rekreantov z domova i zo zahraničia. V areáli kúpaliska sú poskytované i ďalšie služby ako sú masáže, elektroliečba, požičiavanie slnečníkov a lehátok.

Novinkou posledných rokov je novovybudované **Wellness centrum Aquamarins** komplexnou ponukou služieb, kde môžete relaxovať pri rôznych procedúrach. Dostatok teplej termálnej vody si užijete v **Bazénovom svete** vo vnútorných a vonkajších bazénoch. Nechýba tu relaxačný bazén, vírivý bazén, detský, ale ani turecký bazén. **Vitálny svet** zahŕňa komplex sáun, v ktorom si môžete vyskúšať fínsku saunu, bylinkovú saunu, bio saunu či soľnú inhaláciu. Ďalej vo vitálnom svet nájdete tepidárium, morský kúpeľ, ľadopád, ochladzovací kúpeľ ale aj vodné peklo.

# Cestovná agentúra MILA - TOUR Kyjev




**Ludmila DEMINSKA ludmilademinska@ukr.net +380679040655**

VÝCHODOEURÓPSKA AGENTÚRA PRE ROZVOJ n.o.
EASTERN EUROPEAN DEVELOPMENT AGENCY n.o.
www.eeda.sk

EURÓPSKY INŠTITÚT DALŠIEHO VZDELÁVANIA
EUROPEAN INSTITUTE OF FURTHER EDUCATION

PENZIÓN TERMÁL

MOLDA

СНК групп

ЮРИДИЧНА КОМПАНІЯ

ЛЬВІВСЬКИЙ УНІВЕРСИТЕТ БІЗНЕСУ ТА ПРАВА

WYŻSZA SZKOŁA KOMUNIKACJI I ZARZĄDZANIA

Український відкритий
УНІВЕРСИТЕТ
післядипломної освіти

Ukrainian Open University
Postgraduate Education


Slovyansk

University of the State Fiscal
Service of Ukraine
Slovyansk Scientific
Educational Institute

WYŻSZA SZKOŁA BEZPIECZEŃSTWA PUBLICZNEGO I INDYWIDUALNEGO
APEIRON

МВС України
Донецький юридичний інститут
1961
28 квітня

Vienna
Konservatorium
Budapest


Vienna
Konservatorium
Budapest


## ABOUT US

Our institution is a nationally renowned, listed in Europe and Asia like an Institute of Music.The university is located, one of Europe's largest cultural capital with charm, Kodály and Bartók's home in Budapest. Our institution is one of the largest educational institutions in the capital with the cultural attractiveness of the capital.The college of Vienna's renowned music school for a branch that connects the capital of Budapest' music education and cultural life from 2010.

## ABOUT THE INSTITUTE

The Vienna Konservatorium Budapest has been established between Vienna and Budapest, with has a headquarter in Vienna and a department in Budapest, with excellent and good facilities. Our mother institution is a highly respected, world-leading educational center where musicians of the future can continue their studies in Classical - Jazz / -Pop-rock classes. This outstanding training is provided by the Vienna Konservatorium in Budapest.

The Vienna Konservatorium puts a lot of emphasis on all kinds of music-loving music teachers. We educate individuals who can later, in music and pedagogy, be convinced of the power of social transformation of music.

Our institute offers instrumental and vocal training, on teacher and artist courses. Our lecturers and professors are composed of the most prominent Hungarian artists and teachers. The Vienna Konservatorium organizes high-quality education and artists at a number of complementary professional events. (f.e.: - masterclasses, professional days, national and international

meetings, competitions). The Institute is focusing heavily on next to the cross-border cultural cooperation on the students and the institution international presence. In addition to the exchange of information, we consider it important to develop the consciousness of the cultural life of the two countries and to strengthen the cross-connections between the centuries - Austria and Hungary - between two twin cities between Vienna and Budapest. In addition to performances requiring individual preparation, the operation of chamber music groups is a top priority (choir, symphonic orchestra, wind band). These chamber clubs and large ensembles offer a chance to play together and concerts.

## INTERNATIONAL PROJECTS

The philosophy of our institution is cross-border artistic and pedagogical activity. The Vienna Konservatorium Budapest serves the benefit of the Hungarian and international community in educational and cultural. The Vienna Konservatorium Budapest consciously builds its international partnership system and thus supports, encourages and cares for musical talents.

The Vienna Konservatorium Budapest plays an important role in linking East and West music, representing the Pannon region in social development. Protects the pattern of Hungarian music education, maintains close links with domestic and foreign musical institutions and ensembles.

The Vienna Konservatorium Budapest is proud of the presence of many nations among its students. In addition to cross-border cultural cooperation, the institution places particular emphasis on the international presence of the student and the institution as a whole. The international recognition of the University indicates that at present, forty-four-nation students are learning their system.

## OUR COURSES

In accordance with the pedagogical and professional requirements of teacher training in Europe, the Vienna Konservatorium Budapest has the traditional music school and vocational secondary school connections that can be a successful teacher training. Our art teachers - as a soloist or as members of renowned Hungarian orchestras - are prominent players of domestic and international concerts.

The students of the University are accredited in renowned music schools in Budapest and Vienna. The lessons are organized in individual or small groups, and almost all masterclasses are also in place. Our courses are in Hungarian and English. **Special Young Talents can apply to the Special School for Young Talents f or twelve years of age.**

**During the training cycle several nation diplomas can be obtained at the Vienna Konservatorium Budapest, with locations in Budapest and Vienna. The duration of the training cycle is 4 + 2 years, at the end of which we will issue an Austrian double degree, both in teacher and artist.** The Austrian diploma awarded in Hungary is recognized and authenticated without any restrictions, so the student - who is a state-recognized Austrian diploma in our Institute - has the opportunity to obtain a master's degree in Hungarian.

This is a single possibility that is not in another institution. In addition to the excellent education and teaching staff, our institute has the great attraction of issuing diplomas for several countries. Within our institutional system, students can study abroad. After a period spent abroad, you will be able to obtain a degree from another nation based on the University's international cooperation relationships.

## SPECIAL SCHOOL FOR TALENTS

The Vienna Konservatorium Budapest has been focusing on the talents for a long time. Discovery of talent begins in high school. The students in the secondary school, with a little shudder, can join the Konservatorium's talent-management programs. The University focuses on the training of future „talent-holders", so in this field, teacher training places great importance on the education of talent education.

The Vienna Konservatorium is a central, prominent role in teacher training in Budapest, and special attention is paid to the versatile professional-pedagogical training of future students of talent management. This, of course, involves the selection and care of talented teacher students, but this is more important because they have to be prepared for the recognition, support, and care of talents.

From 2016, the Vienna Konservatorium of Budapest launched a preparatory section for top talent from abroad, which allows students of other nationalities to become acquainted with the excellent pedagogical methods of well-known Hungarian art teachers.

International experience shows that in our Institution the foundation of teaching skills, professional engagement, the development of teaching talent, the acquisition of otherwise inaccessible domestic and international relationships and experiences, is an extraordinary opportunity. The institution's talent-management concept would be unworkable without the commitment of academics teacher who are committed to their work.

# VIENNA KONSERVATORIUM BUDAPEST

121-123. II. Rákóczi Ferenc Str. Budapest 1211
(+36) 1/ 276-5774 (+36) 70 943-2116
www.vienna.egressybeni.hu
email: viennakonservatory@egressybeni.hu
BUDAPEST - VIENNA